DOCUMENT RESUME

ED 169 705 EC 114 499

AUTHOR	Parmenter, Trevor R.
TITLE	Developing Independence Through Work Preparation. Minerva Street Special School Augmented Evaluation of Innovations Program Project (76/6040).
SPONS AGENCY	Australian Schools Commission, Canberra.
PUB DATE	78
NOTE	342p.; The preparation of this report was supported by the New South Wales State Evaluation Sub-committee of the Australian Schools Commission
EDRS PRICE	MF01/PC14 Plus Postage.
DESCRIPTORS	Conceptual Schemes; *Educable Mentally Handicapped; Evaluation Methods; Foreign Countries; Mentally Handicapped; Models; *Systems Approach; *Work Experience Programs
IDENTIFIERS	*Australia

ABSTRACT

Using a systems model with its components of inputs, process, and outputs; the report evaluates a work experience program for mildly retarded students at an Australian special school. Data collected at each stage of the evaluation is presented. Inputs into the system include a description of the population and its needs, along with the situational variables that impinge upon it. These include the characteristics and value systems of the school and its community and the current economic climate. The aims and objectives of the program are outlined, together with the special programs, techniques, and resources which were applied. These cover such areas as reading, mathematics, occupational therapy, industrial arts, social development, science, and language development. The dynamics of the organization of the process variables are described. Objective assessment, both criterion-referenced and normative, of the program outcomes are made in each of the component areas. Ratings of the effectiveness of the program by teachers, parents, students, and employers are analyzed, along with the predictive value of vocational guidance tests administered to each student prior to the commencement of the program. (DLS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED169705

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

MINERVA STREET SPECIAL SCHOOL

AUGMENTED EVALUATION
OF
INNOVATIONS PROGRAM PROJECT
(76/6040)

DEVELOPING INDEPENDENCE THROUGH WORK PREPARATION

Project Director: Graham W. Searl
Evaluation Consultant: Trevor R. Parmenter

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T. R. Parmenter

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC114499

The preparation of this Report was
supported by the New South Wales
State Evaluation Sub-committee
of the Australian Schools Commission

1978

Abstract

The utility of a systems model; with its components of inputs, process and outputs, to evaluate a work experience program for mildly intellectually handicapped students at a special school is explored in the general context of educational research.

Data collected at each stage of the evaluation is presented. Firstly, inputs into the system include a description of the population and its needs, together with the situational variables which impinge upon it. These include the characteristics and value systems of the school and its community and the current economic climate.

Secondly, the aims and objectives of the program seen by the school as a solution to these needs are outlined, together with the special programs, techniques and resources which were applied. The dynamics of the organization of the process variables are described.

Thirdly, objective assessment, both criterion referenced and normative, of the program outcomes are made in each of the component areas. Ratings of the effectiveness of the program by teachers, parents, students and employers are analyzed; as too is the predictive value of vocational guidance tests administered to each student prior to the commencement of the program.

ACKNOWLEDGMENTS

A number of people contributed towards the compilation of this report. Special thanks are due to:

Mr. Graham Searl and the staff of Minerva Street School
The Principal and staff of Gymea Technical College
The Employers who participated in the Work Experience Program.
The Students of Minerva Street Special School and their parents
Mrs. Vivienne Riches, Senior Research Assistant, Macquarie University.
Mrs. Margory Hauritz, Research Assistant, Macquarie University.
Mrs. Pam Auld, Typist, Macquarie University.

CONTENTS

CHAPTER		Page
	Acknowledgements	(i)
	Contents	(ii)
	Preface	(iii)
	Background to Report	(iv)
1	EVALUATION STUDY DESIGN	1
	Introduction	1
	Aims of Evaluation	2
	Types of Evaluation	2
	The design	6
2.0	INPUTS	9
2.1	The School	9
2.1.1	The Staff	10
2.1.2	Evolution of Senior School Programs	10
2.1.3	School's Value System	11
2.1.4	Additional Resources	13
2.2	Description of Student Population	14
2.2.1	Individual Characteristics	17
2.3	The Community	28
2.3.1	Locality	28
2.3.2	Socio-economic Status	28
2.3.3	Education	28
2.3.4	Employment	28
2.3.4.1	Qualifications	29
2.3.4.2	Attitude of Employers to Employment of Handicapped	29
2.3.4.3	Employers in Work Experience Program	30
2.3.5	Community Agencies	30
2.3.5.1	Civic Industries Sheltered Workshop	30
2.3.5.2	Commonwealth Employment Service	30
2.3.5.3	Vocational Guidance Bureau	31
2.3.5.4	Health Commission	31
2.3.55	Service Clubs	31
2.3.5.6	Y.M.C.A.	31
2.3.5.7	Police Boys Club	31
2.3.6	Other Schools	32
2.3.7	Technical Colleges	32
2.3.8	Residential Facilities	32
2.3.9	Continuing Education Facilities	32
2.3.10	Recreational Facilities	32
2.3.11	Supportive Facilities	33
2.3.12	The Parent Body	33
2.4	Economic Factors Affecting Employment	35

3.0 THE PROCESS 39
Aims and Objectives 39
3.1.1 Language Development 40
3.1.1.1 Language Development - Guidelines/Checklist 43
3.1.2 Reading 47
3.1.2.1 Reading Evaluation for Senior Students 49
3.1.3 Mathematics 51
3.1.3.1 Special Program - Mathematics 52
3.1.4 Budgeting, Banking, Investing and Purchasing 73
3.1.5 Science Studies 78
3.1.6 Home Science 80
3.1.7 Industrial Arts 82
3.1.8 Social Studies 83
3.1.8.1 Social Competence Checklist 94
3.1.9 Personal Development 89
3.1.9.1 Personal Adjustment and Social Development 91
3.1.10 Vocational Education 95
3.1.10.1 Vocational Assessment 99
3.1.11 Occupational Therapy 106
3.1.12 Technical Education Program 119
3.1.12.1 Gymea Technical College - Welding Course 121
3.1.12.1 Automotive Engineering 125
Panel Forming and Panel Beating 127
3.2.1 Parental Involvement 132
3.2.2 Community Involvement 134
3.3 Dynamics of Program 136

4.0 OUTPUTS 142
4.1 Individual Reports 142
4.1.2 Individual Work Experience, V.G.B. Ratings and Final Outcomes 144
4.1.2.1 Summary of Final Outcomes 151
4.1.3 Outcomes of Technical College Courses 152
4.1.3.1 Welding 152
4.1.3.2 Automotive Engineering 157
4.1.3.3 Panelbeating 159
4.1.3.4 Vocational Assessment and Record of Students in Technical College Program 163
4.1.3.5 Proposals for Girls to Attend Technical College 167
4.2 Personal/Vocational Checklist 169
4.3 Attitudes of Groups Toward the Program 172
4.3.1 Summary of Teacher Opinions 172
4.3.2 Survey of Employer Attitudes 176
4.4 Social and Personality Factors 178
4.4.1 Assessment of Social and Prevocational Awareness 178
4.4.2 Self Concept of Ability as a Worker 181
4.5 Comparison of V.G.B. Ratings with Employer Outcomes 184

5 CONCLUSIONS 185
Dynamic Nature of the Program 185
Evaluation of Outcomes 186
Criterion-Referenced Testing 186
Technical College Course 187
Attitudes of Teachers to the Program 187
Emotional Adjustment 187
Advantages of a Systems Model of Evaluation 188

REFERENCES 189

APPENDICES

1. Plan of the School 191
2. Survey of School Leavers - 1974 192
3. Survey of School Leavers - 1976 200
4. Map of Sutherland Shire 206
5. Survey of Parental Attitudes 207
6. Time Table 210
7. Homework Assignments 218
8. Duties of G. Roberts 226
9. Employers Who Have Participated 228
10. Personal/Vocational Checklist 230
11. Survey of Teacher Opinions 241
12. Employer Survey Form 250
13. Self Concept of Ability as a Worker Scale 251
14. The World of Work 259

LIST OF TABLES

Table	Title	Page
1.	Summary of Characteristics of Work Experience Sample	14
2.	Individual Student Results for V.G.B. Tests	15
3.	National Registered Unemployment Rates	36
4.	Registered Unemployment - Sydney Metropolitan Regions	37
5.	Unemployment by Area	37
6.	Ratings on Personal/Vocational Checklist	171
7.	Results of SPIB: Post Work Experience	179
8.	Comparisons of Scores on Self Concept of Ability as a Worker Scale	182

LIST OF FIGURES

Figure	Title	Page
1.	Systems Model for Evaluation	4
2.	An Input, Intervention, Output System	5

Preface

The transition from school to work is of importance to all young people. To those with a handicap of some sort it is of crucial importance.

They are ill-equipped, either intellectually, physically, emotionally or socially - singly or in combination - to cope with this change which, sadly, is often forced upon them prematurely and they too easily become the hapless casualties of our increasingly fluid and competitive society.

They have to contend with considerable prejudice from the community. They are often handicapped further by parents who are unrealistic or unsympathetic concerning their child's aspirations, needs and potential.

Surveys of school leavers which have been made each two years since this school opened reveal distressing instances of failure, of instability in employment, of unhappiness, of social isolation.

Past school life for many of our ex-pupils has too often been lived in a limbo-world.

Our programme evolved from an urgent need to solve these problems.

It has been a gradual, if accelerating, evolution and we are conscious of the work of those who proceeded us at this school and those who developed like programmes.

Principal between the years 1970-74, Mr. Pat Lee, fortunately had the vision and the drive to promote this cause vigorously and wisely.

We would suggest that their most significant achievement was to establish the right of our pupils to education beyond the age of sixteen years. For, suddenly, the school was faced with new problems, the senior classes ceased to be mere holding depositories; positive ways and means had to be found to meet the real needs of our senior pupils.

The assumption of this responsibility was the school's most significant step forward. We believe it is also the one of most universal significance.

In the school perspective the problems of our ex-pupils are poignant human ones. In the wider perspective they are community problems, not least with regard to the wastage of human talent and resource.

Our programme was developed to meet the needs of our school. We believe, however, that we have established courses and procedures which are relevant to the needs of pupils in many of our secondary schools.

For ours is an educational programme. We took precautions to ensure that it did not become narrowly vocational or divorced from the overall functioning of the school.

Nevertheless, our aim has been to develop an integrated vocational preparation programme. We have had no qualms about the propriety of this aim.

The long-term success of our programme can be a matter for conjecture only.

What is clear is the sense of buoyant purpose the scheme has generated throughout the school. Equally clear is the success we have had in placing pupils in suitable employment and in giving them the skills and understanding to cope with the initial period of transition from school to work.

This has been sufficient justification for us to persevere. The evaluation which follows does not seek to justify our programme.

It will show the problems we have encountered, the goals these have engendered; and the manner in which we have set about achieving those goals.

G.W. SEARL
PRINCIPAL

BACKGROUND TO REPORT

The N.S.W. State Evaluation Sub-Committee of the Schools Commission Innovations Program commissioned the writer to conduct an augmented evaluation of the Minerva Street Special School Developing Independence through Work Preparation Project (76/6040).

The following extracts from the guidelines prepared by the State Evaluation Sub-Committee ("Augmented Evaluation: Purposes and Procedures"[1]) provide an explanation of the particular characteristics of an augmented evaluation.

A. First, the document points out that the essential task of educational evaluation is to:

> *... provide information about an educational program and its effects. Its purpose is to facilitate the making of informed decisions or judgements, i.e. evaluations, by various audiences. These decisions and judgements may be related to the specific project about which information is being gathered or may be related to other similar projects already in existence or planned for.*

B. Secondly, it outlines features of an augmented evaluation which distinguish it from internal project evaluation.

> *(i) There is an external evaluation consultant involved in the planning and execution of the evaluation activities. Typically, the evaluation consultant is a person who is not involved in the day to day operation of the project and who has not been involved in its initial conception and development. Thus, the evaluation consultant can take an independent view of the project which the project director or a participant would find it difficult to do. The evaluation consultant, nevertheless, can and should be sensitive to the information needs of the project director and participants on the one hand and other audiences on the other hand. For many members of the project audiences this independence of an external evaluation consultant adds to the credibility of the information gathered in augmented evaluation.*
>
> *(ii) A second distinguishing feature of augmented evaluation is that the expertise of the evaluation consultant, in areas such as evaluation study design, data collection and data analysis procedures and methods of documenting information, is available to be applied to the evaluation task. This adds to the likelihood that the information which the project director and other audiences consider to be most important will be gathered and made available in*

---

[1] Stratton, R.G. (Chairman) Augmented Evaluation: Purposes and Procedures Schools Commission Innovation Program, NSW Evaluation Sub-Committee, Mimeograph, 1977.

a clearly defined and comprehensible form.

iii. A third feature of augmented evaluation is that additional resources are made available for the evaluation activities. These resources include the expertise of the evaluation consultant together with the time and funds necessary for data gathering, data analysis and the documentation of information.

C. The guidelines then distinguish between two styles of augmented evaluation; impressionistic evaluation and systematic evaluation

i. Impressionistic augmented evaluation tends to rely mainly upon subjective, although often independent, impressions of a project which have been gathered in a relatively ad hoc manner. In this style of evaluation the external consultant would typically visit the project to observe its operation and outcomes during the funding period and sometimes before and/or after this period. The impressions and reactions of various persons related to the project would also be sought. ...By its nature the information yielded from impressionistic augmented evaluation studies will be subjective. Consequently, the description of a project, its operations and its outcomes will be relatively imprecise and its contribution to our understanding of basic educational processes or "why the project worked" will be limited. Nevertheless, this information should be valuable in suggesting directions for further educational development and research, modifications to the project and the likely success of other similar projects in other settings.

ii. Systematic augmented evaluation studies have as their main purpose to provide accurate, empirical information about a project, its operation and its outcomes. This information would be gathered in a relatively objective and replicable manner using various data collection procedures such as questionnaires, interviews, systematic observations, tests and the content analysis of documents. In this style of evaluation the external consultant would follow a systematic plan of data collection, analysis and documentation based upon a careful analysis of what information various audience members thought was the most important.

The systematic evaluation style was chosen for this study as it particularly suited the project being undertaken by Minerva Street Special School. A fuller justification for this is detailed in Chapter One.

Organization of the Report

Owing to the nature and style of the evaluation program the compilation and presentation of this report has been a joint effort by both the writer and the program director and his staff. Sections which were the specific responsibility of the writer were:

a) The evaluation study design.
b) Economic factors affecting employment
c) Personal/Vocational Checklist (2.4)
d) Teacher attitudes toward the program (4.3.1)
e) Employer attitudes toward the program (4.3.2)
f) Assessment of social and prevocational awareness (4.4.1)
g) Self concept of ability as a worker survey (4.4.2)
h) Comparison of Vocational Guidance Bureau Ratings with employment outcomes (4.5)
i) Conclusions (Chapter 5)

Trevor R. Parmenter,
(Evaluation Consultant)

CHAPTER ONE

EVALUATION STUDY DESIGN

Introduction

In this period of minimal economic growth when marginal members of the workforce such as those with learning difficulties are particularly at risk vocationally it is crucial that we address ourselves to the question of how effective are the various vocational and pre-vocational programs which are mushrooming in our community.

During more propitious times various agencies such as special schools had little difficulty in the initial placement of a large percentage of their school leavers in either sheltered or open employment, but the long term adjustment of many of these initial successes has been thrown into question by follow-up surveys conducted in Victoria and N.S.W. (Limbrick, 1977). Andrews (1973) suggests that in those studies which have shown that a relatively high percentage of mildly handicapped have been successfully placed in employment, the criteria of "successful placement" may be open to different interpretations. It may be that many of the mildly handicapped too readily acquiesce with the decisions others make for them in work situations and their tacit conformity is erroneously taken as successful adjustment. This proposition finds some support in the follow-up study of trainees from a Work Preparation Centre (Ward et al, 1978). Unfortunately, there is a dearth of information on the long term vocational adjustment of the handicapped; a situation that must be redressed if we are to make more effective organizational and instructional decisions during their adolescent or earlier years. Despite years of research, indices of what constitutes adequate adjustment and employability have not yet been derived. It is suggested, therefore, that whenever vocational programs are planned evaluation should be an integral aspect, for as Wellman and Moore (1975:1) observe,

> *Decisions regarding the establishment, maintenance, modification, and continuation of our programs and activities should have a firm foundation of evidence of effectiveness. The educational community can no longer afford the luxury of judging effectiveness from public popularity, legislative authority, and unsupported professional judgment.*

A further assumption is that evaluation is not an end product, but a means to better program development. Indeed, we are currently witnessing a quickening of society's questioning of educational outputs; reflected in Australia by public reactions to the House of Representatives Select Committee on Learning Difficulties in Children and Adults (1976). The need for a systematic approach to the evaluation problem is, therefore, being accentuated by this demand for accountability in education. Brody (1976:251) succinctly states the case for accountability as follows:

> *Instructional evaluation is essential in both classroom and institution. It tells us what we have accomplished and where we have failed. It provides information so that both supportive and skeptical advocates have concrete information to consider and use. Most importantly, it can be used to show parents, clients, and taxpayers what we have accomplished with their time and money.*

Thus we can no longer be satisfied with statements regarding inputs into a system as evidence of satisfactory provisions being made.

Aims of Evaluation

Possibly one of the reasons for the chasm between research findings and their subsequent use is that the aims of program evaluation have not been sufficiently clarified. There are various purposes for which evaluation may be undertaken including:

a) an analysis of a program's effectiveness;
b) the provision of data useful for making decisions about a program's value;
c) the facilitation of program improvement;
d) or all of the above.

Types of Evaluation

The particular aim or combination of aims that the program evaluator has in mind will naturally determine the type or model of evaluation he will use. To this end there are a number of evaluation approaches and models available with the following being the most common.

1. Formative vs. Summative Evaluation

Scriven's (1967) distinction between "formative" or "summative" evaluation is well known and needs little elaboration here. Suffice to say that formative evaluation is the process whereby data are used to develop a curriculum or instructional unit to the stage where it is ready to be used; whereas, summative evaluation is the process of describing the end results or effectiveness of a fully developed program package. Brolin (1976:248) adequately summarized the major characteristics of each as follows:

> *Formative evaluation (a) identifies deficiencies and potential improvements in existing curricula rather than measuring the terminal effects of such curricula, (b) locates weaknesses in student performance so teachers can revise and improve instructional materials and procedures, and (c) helps make the instructional process into a self-correcting mechanism. Conversely, summative evaluation determines what has been achieved at the end of a project so decisions can be made regarding the replacement of one curriculum by another.*

2. Goal Attainment vs. System Model

Schulberg and Baker (1968) distinguish between two approaches which parallel those above. The goal attainment model which seeks to approximate the experimental model evaluates the degree of success or failure encountered by the program in reaching its predetermined objectives. Herein, however, may lie its greatest weakness for it is very difficult for an independent evaluator to obtain from an organization a solid statement of program objectives. In the extreme, Etzioni (1960, in Schulberg and Baker, 1968) suggests that organizational goals, particularly public ones, have an illusory quality in that they may never have been intended to be realized.

In terms of the present discussion the very complex nature of the possible outcome variables of a vocational program are such that it is very difficult to objectify them all completely, particularly at the beginning of an intervention process. Furthermore, the goal attainment model fails to recognize adequately the subtle interplay among the multiplicity of variables which impinge upon the process of vocational training. They include the background and personal attributes of the student or client; his physical, psychological, educational, occupational and social attributes and the characteristics of the agent or agencies which are operating to provide help and training.

An alternative approach is to adopt a system model which assumes three basic stages; input, intervention and output. It further recognizes that there are at least four functions which should be evident for an organization to survive (Schulberg and Baker, 1968):

a) the achievement of goals and subgoals
b) the effective co-ordination or organizational sub-units,
c) the acquisition and maintenance of necessary resources,
d) the adaptation of the organization to the environment and its own internal demands.

These functions are acknowledged by system models such as those schematized by Wellman (1968) in his national study of guidance (Fig.1) and by Walls and Tseng (1976) in their paradigm of a rehabilitation system (Fig.2).

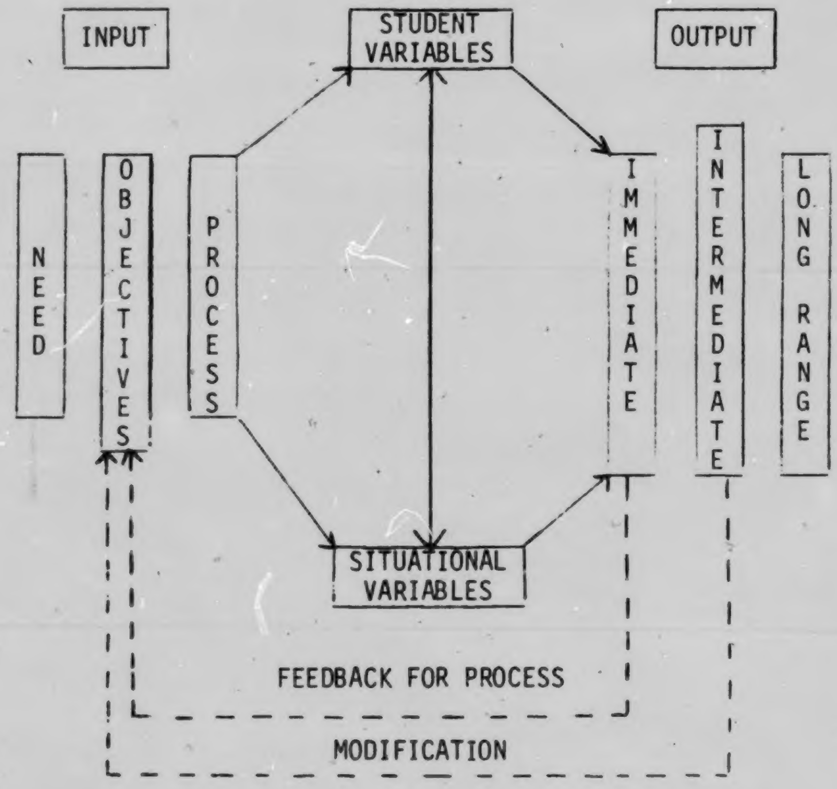

INPUT
STUDENT VARIABLES
OUTPUT
NEED
OBJECTIVES
PROCESS
IMMEDIATE
INTERMEDIATE
LONG RANGE
SITUATIONAL VARIABLES
FEEDBACK FOR PROCESS
MODIFICATION

FIG. 1: Systems Model for Evaluation (Wellman, 1968)

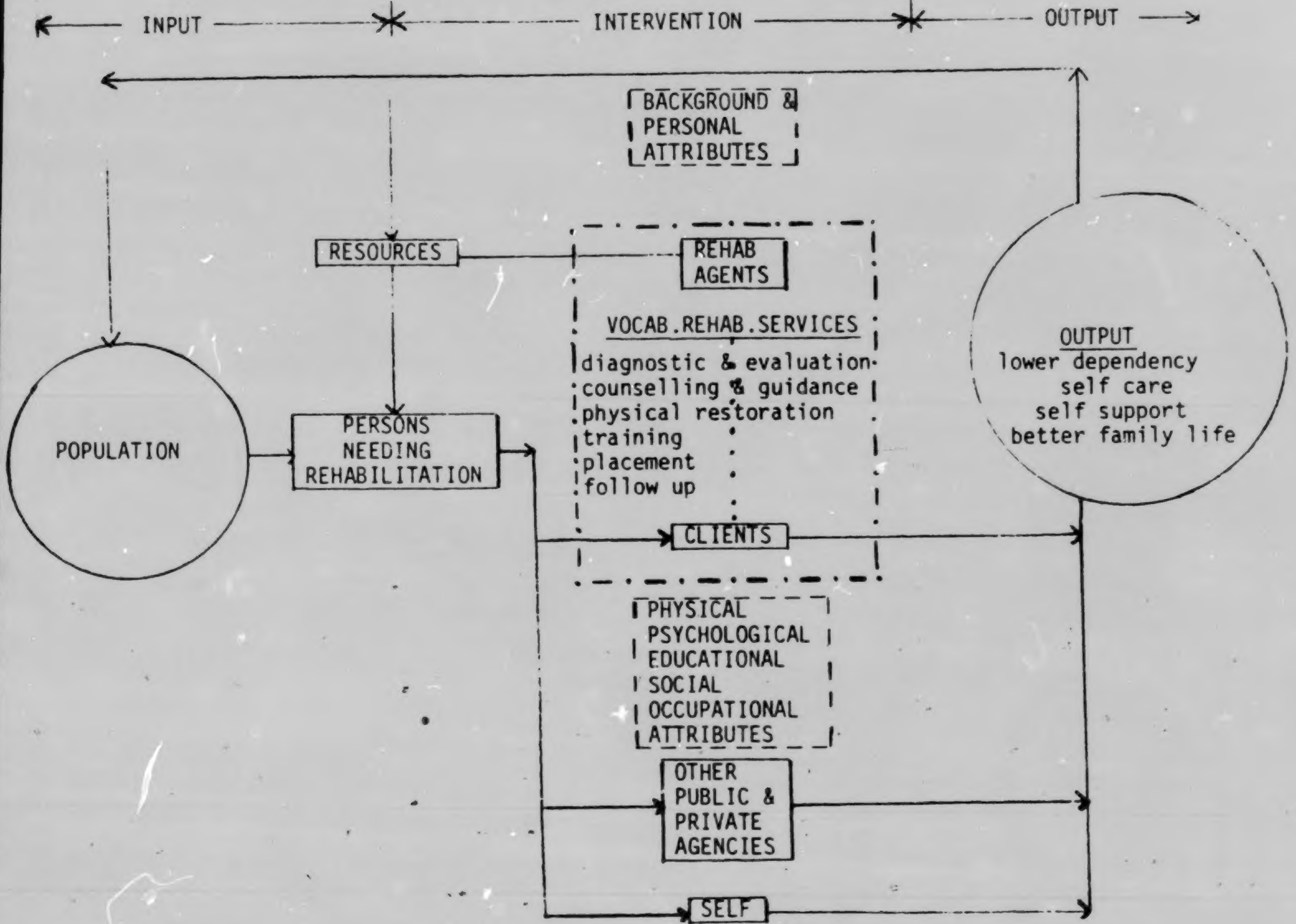

INPUT
INTERVENTION
OUTPUT
BACKGROUND &
PERSONAL
ATTRIBUTES
RESOURCES
REHAB
AGENTS
VOCAB.REHAB.SERVICES
diagnostic & evaluation
counselling & guidance
physical restoration
training
placement
follow up
POPULATION
PERSONS
NEEDING
REHABILITATION
CLIENTS
OUTPUT
lower dependency
self care
self support
better family life
PHYSICAL
PSYCHOLOGICAL
EDUCATIONAL
SOCIAL
OCCUPATIONAL
ATTRIBUTES
OTHER
PUBLIC &
PRIVATE
AGENCIES
SELF

Fig. 2: AN INPUT, INTERVENTION, OUTPUT SYSTEM (Walls and Tseng, 1976)

These two models essentially have similar components, in that a structure is provided for determining the relationship between major input and output variables, either via an experimental design to estimate cause and effect, or an association design to identify correlations for the generation of experimental hypotheses. The critical feature of a systems model is that it allows for process evaluation in addition to product or outcome evaluation. Having provision for continuous feedback of outcome results it allows for the modification of the intervention process and provides for a better understanding of the relationship between one change and subsequent changes. Or as Wellman (1968:6) suggests,

> *the impact of change is hypothesized to be related to interaction effects as opposed to a chain of sequential events.*

In addition, the dynamic nature of the systems model provides a framework wherein the differentiation among students and situations, as well as interactions among these variables, permits a degree of statistical control and interpretation that may lead to the kind of differential conclusions required for definitive process evaluation. In other words, such an evaluative framework has more potential for programmatic utilization than does the summative or goal attainment approach and affords a greater opportunity for individual needs to be met.

THE DESIGN

Consequently, then, the principal of Minerva Street Public School, and his staff, agreed to participate in a systems evaluation of their Innovations Program. Following is a description of the various data which were gathered and which will appear in subsequent sections of this report.

2.0 INPUTS

These include the population served and its needs; together with the situational variables that may impinge upon it.

Procedure

2.1 The school's characteristics and its value system were described, particularly the baseline conditions which operated prior to the implementation of the current program.

2.2 Data describing the population characteristics were gathered. Wherever possible the variables were described in operational terms. These included - I.Q., vocational test results and recommendations, academic and social attainments, teacher ratings of social and emotional adjustment, degree of parental support and the level of vocational aspirations held by subjects and their parents.

2.3 The basic characteristics of the school's community were listed, together with the corporate goals and attitudes that were held by the various sections in this community for the students, e.g. the parent body, the commercial/employer groups, central and regional offices of Education, other government agencies, service clubs.

2.4 A statement of the current economic climate.

3.0 PROCESS

Whereas inputs in this model may be seen as the statement of a problem to be solved (i.e. given this population and its vocational and social needs, how may we best meet them?), the process should be attempts at a solution. Here were stated (and quantified wherever appropriate and possible) the program's objectives, the strategies adopted, the resources made available, and the dynamics of the system. These are primary independent variables that can be subject to experimental management and hence are crucial to feasibility and transportability decisions for similar programs in other settings.

Procedure

3.1 Objectives were stated wherever practicable in operational terms of what a student will learn in the various areas of activity - viz. prevocational, vocational and technical. Techniques and strategies employed were identified, e.g. teaching procedures, special programs, group organization.

3.2 Resources were identified. These included additional staff, facilities, (e.g. technical education), community/parental involvement and equipment.

3.3 The dynamics of the organization of the process variables were monitored and described. Of particular relevance was the response of the organization to feedback from its ongoing evaluation of outcomes.

4.0 OUTPUTS

As far as possible objective assessments were made of the stated objectives of the program. The instrumentation varied from subjective rating scales to standardized test batteries. An attempt was made to objectify evidence for value statements which were made.

Procedure

4.1 A framework was set up to enable a continuous criterion-referenced evaluation of the students' performance in:

i. the academic areas of the program.
ii. the motor skills area of the program.
iii. the work skills training area of the program.
iv. social/prevocational program.

4.2 Rating scales were developed to monitor the students' progress in the personal and social development areas. Ratings were made by teachers, employers and parents.

4.3 Instruments were developed which gathered data from teachers, employers, students and parents concerning their attitudes to the program generally as well as to specific sections of it.

4.4 In order to assemble some local data for the commencement of what could be an Australian revision, two U.S. instruments: The Social and Prevocational Information Battery, Halpern et al (1975) and the Self Concept of Ability as a Worker Scale, Burke and Sellin (1972) were administered to the subjects participating in the program. The latter scale was also administered to a control sample of slow learners at a neighbouring high school.

4.5 At the conclusion of the program an analysis was made of the predictive value of certain pre-program assessments (e.g. vocational guidance reports) for subsequent performance in the program as revealed by the various outcome data.

CHAPTER TWO

2.0 INPUTS

2.1 THE SCHOOL

Minerva St. S.S.P. is an O.A. school servicing the Sutherland Shire.

The school's specific purpose is to educate midly intellectually handicapped pupils between the ages of eight to seventeen years.

In fact, our purpose is far from being specific as our pupils suffer from a range of disabilities; intellectual, social, physical and emotional.

The school is classified as a Class 2 primary school an is staffed as follows:

Teaching Staff	
Principal - class-free	1
Deputy Principal	1
Deputy Mistress	1
Class Teachers	6
Industrial Arts Spec.	1
Home Science Spec.	1
Physical Education Spec.	0.6
Teacher Librarian	0.6
Craft Teacher	0.6
Language Teacher	0.2
Total	13

Ancillary Staff	
Teachers' Aides	6
Clerical Assistant	1
Clerican Asst. - Library	0.2
Kitchen Maid	0.4
	7.6

Para-Educational Staff	
Occupational Therapist	0.4

The school's maximum enrolment is established at 144, thus allowing for an overall pupil-teacher ratio (excluding Principal) of 1 : 12.

The school is organized into 9 class groups allowing for maximum class sizes of 16 pupils. Progression through the school, from Year 3 to Year 11, is made on the basis of age.

The school's current enrolment is 138.

Boys	85	Primary	75
Girls	53	Secondary	63

The school is favourably placed with regard to the accessibility to community facilities.

It is equipped with teaching materials and resources better than is the norm.

Classrooms are attractive and adequate, but there is a dearth of office space, counselling rooms and areas suitable for small group activities. (see Appendix 1).

2.1.1 THE STAFF

The school is staffed by teachers drawn from the normal stream of education.

Instability of staffing has been a severe problem over the last eighteen months.

However, the school has been well served by a core of long-serving, dedicated teachers. This has allowed for a continuity of effort and approach to prevail.

The staff is of a size which allows close co-operation and which facilitates communication.

Our function demands that we take a consistently positive approach and that we fully utilize all resources available to us. The community is one such resource and our school is more closely linked with it than are most.

Most importantly, teachers are at this school because they choose to be here.

The above factors make it both necessary and relatively easy for us to establish corporate goals.

All staff members are committed to the school's aims and objectives for its senior pupils.

Two staff members must be singled out because of the creative and inspirational leadership they have given in the development of current programmes.

They are Mr. Gary Roberts, teacher of Industrial Arts, and Mrs. June Wirth, teacher of Home Science.

2.1.2 EVOLUTION OF SENIOR SCHOOL PROGRAMMES

This school cannot measure its effectiveness by results obtained in public examination.

It was forced, then, to make a much more valid and direct measurement; that of assessing the success with which ex-pupils coped in their post-school years.

Towards this end Mrs. June Wirth has surveyed school-leavers every two years, commencing in 1968. (see Appendices 2 and 3).

Following the initial survey in 1969 the school placed a greater emphasis on teaching social competence, the lack of such competence being the most significant cause of failure to cope in post-school life then.

In 1971 the Conference of O.A. Principals came to the conclusion that vocational preparation should be an aim of their schools.

This school established a simulated work-situation in 1972 to cater for the need expressed above. Senior pupils were also taken on frequent excursions to real work places.

In 1975 Mr. Gary Roberts was granted leave for three-months to investigate ways and means of better catering for the needs of the school's senior pupils. He found that employer's held favourable attitudes towards the concept of work-experience programmes. He recommended that a programme modelled on those established in New Zealand would best suit our needs. Further, he put forward the idea that pupils from the school would benefit from attendance at courses at a Technical College.

Parallel with these initiatives, Mrs. Wirth's surveys continued to highlight short-comings in the school's programmes, particularly with regard to the personal development of our pupils, the paucity of their recreational pursuits and opportunities, and the instability they suffered in employment.

In mid-1975 a work-experience programme was established and has operated continuously since then. A report of the programme was made late in 1976.

In 1975, also, Mr. Gary Roberts and Mr. Harvey Ord prepared a submission for an innovations grant to enable the school to develop further these earlier initiatives. This submission was amended by Mr. Roberts and me in 1976 and a grant was made to enable us to set up our current programme.

Evolving also throughout this period was a set of aims and attitudes held in common by the staff. A summary of these follows:

2.1.3 SCHOOL'S VALUE SYSTEM

* Handicapped people have a right to work. Their ability to do so is not fully realized by the community. Nor is their right to do so fully accepted.

* The school can assist the handicapped to find work by involving itself more directly in vocational education.

*   A work-experience programme is an admirable vehicle for achieving this aim. Such a programme has the advantage of teaching employers about handicapped people.

*   Our pupils have a right to education beyond the statutory leaving age, and for them to exercise this right is a decided advantage.

*   They need, too, access to opportunities for continuing education. this need could be catered for in existing institutions such as Technical Colleges.

This school has accepted considerable responsibility for its ex-pupils. The need of ex-pupils, their parents and their employers for guidance and counselling is a very real one. Ours is a segregated school situation. Our pupils are also isolated from their peers in their communities. These facts are sadly reflected in lives led in loneliness, isolation and boredom. There is a need for school programmes to foster their social competence, their personal and moral development and their interest in recreational activities.

Academic studies must continue to be awarded a high priority. We see a need to relate academic studies more closely to the problems our young people face in post-school life. We see a need to expand our academic studies to include a course in Science.

The physical fitness of our pupils needs to be improved, as do their skills in the domestic and industrial arts.

The society they are about to enter is ever changing. We must equip them to cope with this state of change. They will probably have to continue to cope with an unemployment rate which will remain high. It is our opinion that the mildly intellectually handicapped suffer disproportionately from such a situation.

We saw a need to develop a course of vocational preparation to help pupils manage in such circumstances.

We think there are dangers in isolating the work-experience and vocational preparation programmes from the overall functioning of the school. We have avoided doing so.

We have avoided, too, the danger of making the primary aim of these programmes job placement. That is a far too limiting, indeed, improper aim for a school to pursue.

We began 1977,then, experienced and holding attitudes as detailed above.

Clearly it was not a propitious time for us to embark upon our programme, the unemployment rate being so high, particularly among school leavers. Perhaps, though, this was just the right time for our programme to commence.

2.1.4 ADDITIONAL RESOURCES

The innovations grant has allowed us to employ additional staff as follows:

Industrial Arts Teacher - 2 days/week
Resource Teacher - 2 days/week
Clerical Assistant - 1 day/week

Gymea Technical College agreed to our proposal to establish a class there for one day per week for our senior boys.

2.2 DESCRIPTION OF STUDENT POPULATION

An inspection of Tables 1 and 2 will indicate some psychological characteristics of the students entering the program. These tests were administered by the Vocational Guidance Bureau as a service to special schools. Following will be found for each student additional data supplied by the teachers of the school.

TABLE 1 : Summary of Characteristics of Minerva Street School Work Experience Sample

N=34

Variable	$\bar{x}$	S.D.	Range
Chronological Age	181.3m	9.5	161 - 196m
I.Q.	67.2m	8.97	45 - 85m
Mental Age	121.4m	15.8	86 - 146m
Reading Age	101.2m	15.7	72 - 120m
Progressive Matrices	9.3yr	1.8	5 - 11
Porteus Maze	12.1yr	3.2	6.5 - 16
Inspection Test	26.9	23.6	3 - 87
Assembly Task (Purdue)	6.2	1.8	3.0-10.25
Employment Rating	2.07	1.14	1 - 4

TABLE 2: Individual Student Results for Vocational Guidance Bureau Tests

Name	Age	I.Q.	M.A.	R.A.	C.P.M.	Porteus Maze	Inspection Test %	Assembly	Employability Rating
Michelle B.	16.4	57	9.3	6.6	7	7.5	00	5.5	D
David B.	14.2	65	9.2	7.2	5.00	8.5	4	5	D
Glen B.	13.9	74	10.3	7.9	11.0	14.0	30	6	B+
Roslyn C.	14.3	66	9.4	6.11	11.0	15.5	18	9.5	A
Stephen C.	16.3	61	9.9		11+	15.5	13	5	
Angelo DeR.	15.1	72	10.9	6.11	9	12	8	8	B
Yvonne F.	15.10	73	11.6	10+	9	11	38	7	B
Corrina G.	14.6	68	9.9	9.3	8	10.5	20	6	B
Norman H.	13.6	83	11.3	6.9	10.5	15.5	53	7	A
Fiona H.	15.7	74	11.6	10.0+	11+	14	60	10.25	A
Michael H.	15.9	76	12.0	10.0	8	11.5	38	5.5	B
David H.	15.10	65	10.3	9.9	11	16	10	5.5	A?
John K.	15.7	71	11.1	7.3	9	12.5	9	5	B
Bradley L.	14.3	85	12.2	9.6	11	14.5	50	7	A?
Chris L.	14.0	67	9.4	9.9	9.0	8.5	8	5	C
Brent L.	15.2	77	11.7	9.0	11+	16	5	8	A
Ron M.	16.3	67	10.8	9.6	11.0	15.0	50	6.75	A
Brian M.	14.11	70	10.4	6.3	10.0	11.5	6	6.5	B
Michelle M.	15.1	65	9.8	8.9	8.5	14.5	8	3	B
Clare N.	15.3	N.A.	9.2	8.9	8.5	7	3	3	D
Bruce P.	15.9	45	7.2	6.0	9	9.5	25	5.5	C
Munib P.	14.8	64	9.5	6.11	10.5	15	65	7	A
Anne P.	14.4	67	9.6	9.3					
Phillip S.	15.6	67	10.5	9.9	10.5	16	8	9	A
Maria S.	15.6	71	11.1		9.5	8.5	60	7	B

Table 2 continued

Name	Age	I.Q.	M.A.	R.A.	C.P.M.	Porteus Maze	Inspection Test	Assembly	Employability Rating
Bill S.	15.3	76	11.6	7.7	10.5	14	87	6.75	A?
Jenny R.	14.2	64	9.1	9.9					
Martin T.	15.8	48	7.6	9.9	8.0	6.5	00	3	D
Shayne T.	14.8	53	7.8	6.9	5.5	7.0	4	4	D
Phillip W.	15.11	68	10.8	7.4	11+	14.5	25	8	A
Jeffery W.	15.8	58	9.2	9.6	5.5	9	3	6	D
Stephen W.	16.3	72	11.7	9.9	10.5	15	60	7	A
Lance W.	15.0	80	12.0	9.0	11+	15	13	7.5	A
Raymond W.	14.1	60	8.5	8.3	11.0	15.5	28	7	B

Coloured Progressive Matrices (C.P.M.) - indicates the capacity to reason by analogy and to organise spatial perceptions into a related whole.

Porteus Maze Test - indicates the capacity to plan and think ahead, show foresight and vigilance.

Inspection Test - involves quick and accurate grasp of usual details. Mean score at third form level (year 9) is 42 (raw score).

Manipulative Skills Purdue Pegboard Test - involves eye-hand dexterity, finger dexterity and motor speed. Mean scores for industrial male applicants are: Assembly - 8.

I have assigned the ratings A, B, C, D, in descending order of expected employment ability according to the following descriptions.

A. Jobs learned by practice in the work itself and requiring moderate versatility. (e.g. industrial jobs such as semi automatic machine operating and tending, materials handling and earth moving equipment operating). Sales jobs would come in this category.

B. Standardised repetitive jobs involving (in manufacturing industry) long production runs for which the main requirement is manual skill and speed. (e.g. simple repetitive process work, packing; also labouring, service jobs - e.g. cleaning and maintenance).

C. Sheltered workshop placement initially, with a view to open unskilled employment at a later stage.

D. Sheltered workshop placement.

2.2.1 INDIVIDUAL CHARACTERISTICS

Michelle B. - low-grade performer, appearance quite normal and obviously did not fit-in at sheltered workshop, Michell's step-mother is most able in promoting Michelle, e.g. dress, deportment, hairstyle, recreation and her initiatives are beginning to have an effect, less withdrawn and mousy than previously, very quiet and co-operative girl, lacks self-esteem.

V.G.B. Did not do well in the assessments. Her performance on the maze test, C.P.M. and general slowness suggest that she may be better suited to sheltered workshop placement.

. . . .

David B. - physically competent, severe behavioural problems, sly and aggressive, parents quite disinterested, low-grade performer but may be capable of better than workshop placement.

V.G.B. Did not do very well in the assessments. Did not demonstrate much in the way of thinking or planning capacity. Probably best suited to sheltered workshop placement.

MATHS - Can add, multiply, and divide but shows a distinct weakness in subtraction. Handles measurement activities but has no sound concepts.

. . . .

Glen B. - Big, strong boy, self-conscious about size and appearance, single-parent family. Mother is a particularly negative type. Glen is enormously uneasy in social situations, can be very aggressive, has a great problem in oral communication, suffers from extreme social isolation, poor quality speech, odd appearance.

V.G.B. - Results reflect the capacity to think effectively. Should be capable of jobs learned by practice in the work itself. He may lack the ability however to succeed in jobs requiring a degree of initiative and versatility.

MATHS - Can add quite well, has great difficulty with subtraction, has a basic idea of multiplication and a weak grasp of division. Unable to understand measurement concepts.

. . . .

Roslyn C. - very attractive girl and a very warm personality, most sympathetic and understanding, home-background good, has a severe reading problem, practical skills are excellent, parents (I think) do not really appreciate Roslyn's qualities.

V.G.B. - Appears to reason effectively. Motor speed was quite good. Showed the ability to succeed in jobs requiring more than minimum skill.

Should be able to cope with jobs requiring common sense and some degree of flexibility.

MATHS - Has a sound idea of addition and subtraction. Very poor in multiplication. Can do simple measurement exercises.

. . . .

Stephen C. - low-grade performer, hearing impairment, does not like wearing hearing aid, behaviour has improved considerable over the past twelve months, much less aggressive now, no recent instances of stealing, socially very competent and physically capable, aspires to placement in open-employment, parents are quite co-operative.

V.G.B. - test results reflect clear thinking and the capacity to plan ahead. Should be able to learn effectively through on the job training. Stephen, however, showed poor motor co-ordination and was clumsy, and would probably experience difficulty in jobs requiring any degree of motor speed or fine manual dexterity.

MATHS - has a sound understanding of the four basic operations. He can recognise all notes and coins and is capable of giving correct change. He is capable in the use of measurement concepts and demonstrates an understanding of conservation in relation to length, area, and units of measure, i.e. cm. mm.

. . . .

Angelo DeR. - Italian, from outside the shire, entered this school from high school, had a bad time originally, good-looking, very able physically and socially, likeable but disruptive and erratic behaviour spoils him, a big mouth, from a large family, parents hard-working, find Angelo a trial, suspect his father is rather brutal and harsh, Angelo's work-experiences patchy, lacks consistency and perseverence, often a nuisance.

V.G.B. - fair results. Indicated quite good manipulative skills. Simple process work where motor ability is the main requirement would suit him.

MATHS - Demonstrates a sound understanding of the four basic operations. Recognizes all coins and notes. Combinations to 20¢. Can do simple measurement exercises.

. . . .

Fiona H. - tall, good appearance, reasonable levels of literacy and numeracy achieved, immature parents have sheltered and indulged Fiona too much, no recreational interests, does not attend school dances, has learned to type but aspirations for an office job are unrealistic given the present state of the market, good speech, presents well, self-esteem and self-confidence good.
V.G.B.- Overall performance quite good. Appears to think effectively and is observant. Manual dexterity/motor speed were good. Should be able to handle jobs requiring flexibility and commonsense.
MATHS - Demonstrates a sound understanding of the four basic concepts. Can do simple measurement exercises.

. . . .

Michael H. - physically able, very poor speech, disturbed and aggressive boy but has himself much more under control now, was placed with occupational therapist, much happier now he is on work-experience, academic skills fair, parents are interested and co-operative, shows initiative in creating leisure pursuits for himself.
V.G.B. - Did not do so well in the C.P.M. Appeared somewhat unobservant. Would seem best suited to standardized repetitive jobs not involving much initiative or judgement.
MATHS - demonstrates a sound understanding of the four basic operations. Recognizes all coins and notes and combinations to $5. Can give change. Understands basic measurement concepts.

. . . .

David H. - small, inoffensive, good home background, well-mannered and co-operative, beginning to show initiative in use of leisure time.
V.G.B. - Did well in the C.P.M. and mazes test. Should be able to learn effectively through on the job training. Although may not succeed in jobs requiring a degree of initiative.
MATHS - can add and subtract very well. Has a poorer understanding of multiplication and division. Can do simple measurement exercises.

. . . .

Yvonne F. - controlled epileptic, much overweight, parents unconcerned about this, negative in their approach to Yvonne's problems, quite a pleasant girl, socially inept, has no recreational pursuits, learned to type, has performed quite well on work-experiences, aspires to open employment and her parents are happy to leave to to the school.

V.G.B. - overall performance fair. Unskilled open employment of a repetitive nature recommended.

MATHS - sound addition concepts. A little weaker in subtraction. Very poor multiplication. Can do simple measuremente exercises.

. . . .

Corrina G. - disadvantaged home background, self-effacing, polite and perseverant, culturally and socially deprived, lacking in self-awareness and self-confidence, physically competent, deportment and grooming poor, parents interested but of little real help.

V.G.B. - did not demonstrate much in the way of thinking or planning capacity. Overall results suggests unskilled open employment of a simple routine nature.

MATHS - has a basic grasp of addition and subtraction but is very weak in multiplication and division. Can recognize all coins and notes. Can give simple change. Can do simple measurement.

. . . .

Normal H. - very big, physically strong, is self-conscious about his size and has dieted successfully, from a very male-dominated home and Norman tries to emulate his father's behaviour, very capable boy in practical things, co-operative at most times, is much less the "tough-boy" now than previously, aspires to open employment, has been through a programme with occupational therapist and emerged with greatly improved attitudes and skills.

V.G.B. - Quite good test results. Is observant and can reason. Should be able to learn effectively through on-the-job training and cope with jobs requiring a moderate degree of versatility.

MATHS - Show a fair understanding of addition, subtraction, multiplication and division. Can recognize notes and coins, but is a little slow and liable to become confused in giving change, although he can do so correctly eventually. Understands basic measurement.

. . . .

John K. - strong, perseverant and physically capable, homelife disadvantaged, quiet and willing boy, lacks motivation, attendance record poor, steady and competent in work situations, social skills are poor, has no recreational pursuits.

V.G.B. - Fair average quality. Showed a certain amount of flexibility in the maze test.

MATHS - has a good understanding of addition and subtraction. Slightly less able in multiplication and division. Recognizes all coins and notes and combinations to $2. Can do simple measurement exercises but does not seem to understand concepts involved.

. . . .

Bradley L. - apparently an underachiever, slow moving and slow-speaking, quite lethargic,parents are disinterested, does not perform well on work experiences, not motivated, socially quite able, does not pursue outside interests, very immature, physically capable and normally developed.
MATHS - Thoroughly capable in addition, though much weaker in subtraction. Shows a good understanding of multiplication but has virtually no comprehension of division. Is capable of giving change to $10 and recognizes all notes and coins. Seems to have difficulty with measurement exercises.

. . . .

Chris L. - one of our most competent boys, sunny disposition, good self-image, very competent physically, parents negative and disinterested.
V.G.B.- Did not demonstrate much in the way of thinking or planning capacity. Seemed to give up fairly easily on the tests. I would not rate him highly as an employment prospect although he could possibly handle simple repetitive jobs.
MATHS - Demonstrates a good understanding of the four basic operations to an equal extent. Recognizes all coins and notes and can give change to $2. Has basic measurement concepts.

. . . .

Brent L. - good physique and appearance, one of our most capable pupils, has a severe reading problem, good self-esteem and level of aspiration, aggressive anti-social behaviour has lessened following counselling and work done by Mrs. Lennox (occupational therapist), parents are of a fundamentalist religious faith. Brent appears to be coping with this, Brent's natural father left some years ago, his step-father has very rigid ideas and it is clear that his understanding of Brent is lacking.
V.G.B. - Did well in all tests except the inspection test where his performance was slow. His manual dexterity was good and he can think effectively. Showed ability to succeed in jobs requiring more than minimum skills. Should be able to handle jobs with a degree of variety and requiring flexibility. The practical aspects of trade training could be within his scope.
MATHS - has a good understanding of addition and subtraction. Poor multiplication, better in division. Can do simple measurement exercises.

. . . .

Ronald M - overweight, slow-moving and slow speaking, disadvantaged home, unmotivated pensioner mentality, quiet and co-operative, very limited recreational interests, has performed well on work-experiences,socially inept, presents poorly.

V.G.B. - Ron's results reflect fairly accurate observation and clear thinking. His results in the maze test indicates flexibility and initiative. His manual dexterity/motor speed was average.

MATHS - Good idea of addition. Poor in subtraction and multiplication and division. Has trouble with measurement concepts.

. . . .

Brian M. - odd looking boy, speech impediment, physically quite strong; good self-image (probably higher than is realistic) social skills good, has a part-time job on Saturday mornings, greatly motivated to avoid placement in workshop like his elder brother; parents (Mother; defacto) are interested but not particularly knowledgeable.

V.G.B. - fair results. Unskilled open employment of a standardized repetitive nature advised.

MATHS - has a good idea of addition, very weak in subtraction and multiplication. No understanding of division. Can recognize all coins. Combinations and change to 20¢. Combinations of $1. Has problems with measurement concepts.

. . . .

Michelle M. - pale, thin, immature girl, very shy and timid, socially isolated, parents not realistic or much interested. Michelle is not highly motivated, emotionally insecure, asthmatic.

V.G.B. - did quite well in the mazes showing a certain amount of flexibility. May have been careless in C.P.M. Was slow in test of motor skills. Overall performance suggests unskilled open employment of a routine nature and not requiring a high degree of fine manual dexterity.

MATHS - has a basic understanding of the four basic operations. Particularly weak in subtraction and division. Has trouble understanding measurement concepts.

. . . .

Clare N. - very low overall performer, enjoys a very good home background, is obviously suited to employment in a sheltered workshop, parents are supportive and realistic, parents are looking towards eventual residential placement. Clare is capable of a degree of independent living and deserves better than hostel placement, contented, easy to get along with, sociable.

V.G.B. - did not do well in the assessments. Her performance in the maze test and general slowness suggests that she may be better suited to sheltered workshop placement.

MATHS - can add to a limited degree. Has no ability to subtract or multiply or divide. Can recognize coins and notes but is unable to give change. Not able to understand measurement concepts.

. . . .

Bruce P. - very low grade performer, slight stature, very timid, travels independently now, Mother over-anxious but quality of home-life is good, an obvious candidate for workshop placement, marked skill at basketry, sociable but finds few outlets, parents are quite realistic.

V.G.B. - did not demonstrate much in the way of thinking or planning. Not a strong employment prospect although could possible handle simple routine jobs.

MATHS - has virtually no mathematical understanding whatsoever. Recognizes all coins. Recognizes $1 in 106 and 206 and combinations of $1 by 106. Cannot give change.

. . . .

Munib, P. - on bond for breaking and entering, parents Yugoslavian, severe language and cultural deprivation, entered this school from High School, perverse and aggressive, physically strong and attractive and competent, has part-time job (panel beating) on Saturday mornings, contact with parents virtually impossible.

V.G.B. - Appears to think effectively. Should be able to handle jobs requiring a moderate degree of versatility. The practical aspects of trade training could possibly be within his scope.

MATHS - can add better than he can subtract. Has some understanding of multiplication and division concepts. Can recognize all notes and coins. Can do simple measurement activities.

. . . .

Anne P. - very poor self-image, greatly lacking in confidence, parents are most unrealistic and aspire too low, Mother is particularly at fault, very poor social skills, very plain but normal physically, one gets the impression that parents find Anne something of an embarrassment, was hyper-active as a smaller child.

V.G.B. - not done.

MATHS - Can add to a limited degree. Has no ability to subtract or multiply or divide. Can recognize coins and notes but is unable to give change. Not able to understand measurement concepts.

. . . .

Phillip S. - strong, good looking boy, self motivated, enjoys good home background, follows outside recreational pursuits, aspires to satisfying open employment, language development poor but Phillip is able to cope in most day to day situations, has good social skills.

V.G.B.- did quite well in the maze test, indicating the capacity to plan and think ahead. Should be able to handle jobs with a degree of variety and requiring flexibility.

MATHS -

. . . .

Maria, S. - late enrolment, Italian, enormously over-protected, very deprived socially and has great problems mixing, performs poorly on work-experiences, stubborn, nasty and spiteful, beginning to rebel in a negative fashion against the structures of home-life, has no recreational interests.

V.G.B. - did poorly in the maze test although results in the C.P.M. were average. Manipulative skills were quite good. Overall performance suggests unskilled open employment, where manual dexterity and co-ordination are the main requirements.

MATHS - has a basic understanding of addition, subtraction and multiplication. Has poor concept understanding in measurement.

. . . .

William S. - Good appearance and physique, has matured greatly over past year, happy and sunny disposition, language development was very slow but Bill copes in situations involving oral communication now, parents rather inadequate.

V.G.B. - did quite well in the assessments. Is observant and can reason. Should learn effectively through on-the-job training, but may not succeed in jobs requiring a degree of flexibility.

MATHS - Good understanding of addition and subtraction. Poor in multiplication and division.

. . . .

Jennifer T. - immature, timid, small physically but quite competent, self-effacing, parents are co-operative and realistic, has a small circle of friends, has problems socializing but is coping better, parents did not accept Jenny's placement at this school initially.

V.G.B. -

MATHS - has a very good understanding of all operations, but is a little weak in subtraction. She can recognize all notes and coins and can give change. Has sound measurement concepts.

. . . .

Martin T. - low-grade performer, obviously handicapped, very poor posture and gait, friendly and co-operative, enjoys a good home background, an obvious candidate for sheltered employment, very sociable and well-adjusted, controlled epileptic.

V.G.B. - did poorly in all assessments. Showed little thinking or planning capacity and was very slow on the motor speed test. May be best suited to sheltered workshop.

MATHS - can multiply better than divide. Terribly weak in subtraction. Better addition. Weak in all operations.

. . . .

Shayne T. - very low-grade performer, suffers from congenital muscular wastage of the upper spinal and neck region, will be a complete invalid by her early twenties, parents are most negative with regard to Shayne and hostile when the school tries to promote her development, funny and precocious little girl, can be sly, capable of better placement than at Sylvanvale Industries but parents refuse to allow her to travel independently.

V.G.B. - overall performance was poor. May be suited to sheltered workshop placement.

MATHS - has virtually no mathematical understanding whatsoever. Can recognize coins.

. . . .

Phillip W. - quiet, well-mannered boy, friendly and co-operative, most reliable, physically puny, lacks assertiveness, parents are sensible and co-operative.

V.G.B. - Phillip's results reflect accurate observation, clear thinking and the capacity to plan ahead. Motor skills were average.

MATHS - Demonstrates a very sound understanding of the four basic operations. Understands basic measurement concepts.

. . . .

Jeffrey W. - physically able, looks "different", is quite effeminate and has a thing about handbags, performs well at Civic Industries but aspires to open employment, single-parent family (Mother), her help is of dubious quality or effectiveness, is often the butt of teasing but copes well, mixes easily with girls and the more gentle souls among the boys,

staff opinion differs concerning Jeffrey - some see him as workshop material, others as capable of open-subsidized employment.
V.G.B. - did poorly in all tests except that of manual dexterity. Probably best suited to sheltered workshop placement, although at a later stage might be able to seek unskilled open employment.
MATHS - not very strong in operations. Best in subtraction. Has basic concepts in all. Recognizes all coins. Change from 10¢, combinations to $1. Weak in measurement, lacks concepts.

. . . .

Stephen W. - very big but strong and well co-ordinated, physcial appearance is not good as Stephen presents as sloppy and overweight, capable and normally co-operative but has shown that he cannot cope with the unusual or if placed in a situation where he has to explain himself, reacted very negatively on some work-experiences, parents are co-operative and are aware of Stephen's problems, seems to have a poor self-esteem, active in following recreational pursuits.
V.G.B. - did quite well in the tests. Is observant, can think effectively and plan ahead. Motor speed was good. Should be able to handle jobs requiring flexibility and initiative.
MATHS - has a good grasp of the four basic operations. Can do simple measurement activities.

. . . .

Lance W. - strong and well co-ordinated, well liked by peers, most unassuming, unable to project himself, happy to stay in the background, very co-operative lad, performance on work-experiences very good, has good practical skills, poorly motivated or lacking in motivation or both, parents appear disinterested, sensible and responsible.
V.G.B. - did quite well in the assessment. Should be able to cope with jobs requiring flexibility and be able to learn effectively through on-the-job training. Could possibly handle the practical aspects of trade training.
MATHS - demonstrates a very sound grasp of the four basic operations. Understands basic measurement concepts.

. . . .

Raymond W. - physical appearence poor, most pronounced speech impediment and facial grimace, very unfavourable home background, low tolerance level, willing and co-operative boy, is able to follow instructions, very low level of aspiration, small stature but strong and well co-ordinated.
V.G.B. - did quite well in the tests. Is observant and can reason. Should be able to learn effectively through on-the-job training. His

presentation and mannerisms however could place him at a disadvantage with his job prospects.

MATHS - demonstrates a fair understanding of addition. Poor in subtraction, multiplication and division. Has trouble with measurement activities.

2.3 THE COMMUNITY

2.3.1 LOCALITY

The Sutherland Shire is situated 32 kms south of Sydney and encompasses the area south of Botany Bay to the National Park and West to the Woronora River. (see Map, Appendix 4).

2.3.2 SOCIO/ECONOMIC STATUS

The Shire is generally a favourable area socially due to its relative newness. The population which is approximately 200,000 did not begin to expand rapidly until after the second world war. Industrial areas have been set aside in deferred locations and modern factories have been built. Mostly its population is of Anglo Saxon descent with a relatively small migrant population.

2.3.3 EDUCATION

There are approximately 100 schools in the Shire including the Gymea Technical College and some 15 secondary schools. There are three schools specially provided to serve the needs of handicapped children.

The regional office of education is at Hurstville which is out of the Shire.

2.3.4 EMPLOYMENT

The Shire is mainly a dormitory suburb with over 60% of the working population being forced to leave the shire to obtain work. (The 1971 Census showed that from a total working population of 63,372, 39, 957 travelled out of the shire to work).

The major areas of work were in the manufacturing,commerce and communication fields, i.e. 1971 Census Manufacturing 8,110, Wholesale/Retail 6,487 and Communication 4,822. Other significant areas were Construction 2,632, Finance 1,882, Recreation 1,624.

The Manufacturing firms are mainly small enterprises with few having in excess of 100 employees. (There were 395 firms with 10,070 employees, i.e. approx. 25 per firm. There were 1,274 Retail outlets with 9,376 employees, i.e. approx. 8 per firm).

In the Manufacturing sector the major areas of occupation of people living in the Shire were the (machinery, plumbing) sector with 5,769 males [illegible] 69 females, Carpentry/Woodwork 1556 males - 63 females, Labourers 1,125 males - 16 females, Storemen 943 males - 43 females, Chemical/Paper Processers 571 males - 149 females, Electronic work 2,102 males - 16 females, Metal and Electrical Process Workers 708 males - 687 females, Construction 1,551 males - 0 females, Bakers/Food 578 males - 76 females.

Although the above figures would be expected to have changed with a far greater number of females in the workforce, there is a strong indication that the number of females in the shire that are working is considerably less than that of males.

2.3.4.1 QUALIFICATIONS

Of the 64,064 eligible workers in the shire 26,264 had some vocational qualificaion, i.e. 37,800 did not have any qualifications.

The age grouping of workers within the shire showed that 8,375 males and 6,822 females were under 25, i.e. 15,197 out of 64,064 or approx. 25%.

There are three main pockets of manufacturing industry within the Shire at Kirrawee, Taren Point and Kurnell. Kirrawee is mostly a 10 minute walk from the railway, Taren Point is accessible by bus from Caringbah and Kurnell more remote but still accessible by bus from Caringbah. (see map, Appendix 4)

Other areas of employment, i.e. Sydenham, City, etc., are accessible by train.

2.3.4.2 ATTITUDE OF EMPLOYERS TO EMPLOYMENT OF THE HANDICAPPED

A survey by the C.E.S. as part of an Australian Council of Rehabilitation of Disabled survey in 1971 showed that a number of employers (approx. 40) were prepared to hire handicapped persons. However, a significant number did not feel that their enterprise would be suitable.

The Survey of Mrs. J. Wirth has shown that the school leavers from Minerva Street School enter a wide variety of unskilled and semi-skilled occupations mainly in the Shire and in many cases have become long term employees. In some cases there are obvious altruistic factors operating.

Mr. Roberts of Minerva St. S.S.P. in his research project (1975) showed that there are a number of employers that would prefer to hire people from Minerva St. School due to their reliability and steadiness. Generally there was willingness to co-operate with attempts to assist these young people to enter the workforce. However, there was a notable hardening towards the employment of all young people and this obviously affected the prospects of the less able.

2.3.4.3 EMPLOYERS IN WORK EXPERIENCE PROGRAMME

Generally the employers taking part in the Work Experience project are motivated by altruistic feelings initially. In some cases they have continued to participate and have taken students as fulltime employees. Usually these employers speak highly of the atttiude and worth of the young people concerned.

At the present time there are 40 employers co-operating with the work experience programme out of a total of 72 that have participated. Of these employers that no longer take part, the majority have withdrawn because of lack of work during the economic recession or from difficulties in supervising the students.

Although the quality of the supervision given by the employers varies greatly and in some cases requires guidance from the school staff, there is an obvious interest in the programme and willing co-operation.

Regular donations of material (e.g. timber) are made to the school by some employers.

2.3.5 COMMUNITY AGENCIES

2.3.5.1 CIVIC INDUSTRIES SHELTERED WORKSHOP

A close relaionship has existed since the school was opened with the Slow Learners Advancement Society Workshop at Caringbah. Since 1972 selected students have attended the Workshop part-time prior to leaving school.

The workshop still caters for 18 students that have attended the school.

Two other workshops exist, i.e. Sylvanvale and Paraquad, but very little use has been made of these two organisations.

2.3.5.2 COMMONWEALTH EMPLOYMENT SERVICE

A steady relationship has existed between the school and the C.E.S. over the years.

In 1970 an assessment sheet was developed by co-operative effort.

Although the C.E.S. has not been very successful in placing students from the school in the past, there is a growing development of co-operation in this regard.

In several cases training programmes under the N.E.A.T. In Plant Scheme have been organised which has led to full time employment.

The local office is at Caringbah approximately 8 kms from the school.

2.3.5.3 VOCATIONAL GUIDANCE BUREAU

Initial contact with the Vocational Guidance Bureau had not proved satisfactory to the school's staff due to the extended nature of the tests and the lack of practical advice as to the students employability.

Recent development of a shorter,more specific testing procedure which only takes up to ½ hour for each student has proven more useful and meaningful as an indicator of employability. Officers of the Vocational Guidance Bureau have also come to the school to counsel students on a group and individual basis.

The closest branch of the Vocational Guidance Bureau is at Hurstville which is out of the Shire but readily accessible by train.

2.3.5.4 HEALTH COMMISSION

The Health Commission has 4 community clinics in the Shire which provide a wide range of supportive services such as counselling, Speech Therapy, Social Workers, etc.

There is also a Retardation Centre at Kogarah (outside the Shire) which provides a supportive service to retarded persons.

2.3.5.5 SERVICE CLUBS

The local Rotary and Apex clubs have assisted the school by donating various items of equipment.

The Rotary Clubs have assisted the Work Experience Programme by obtaining jobs. The degree of co-operation has depended on the interest of the specific vocational director.

Speakers from the School have attended Rotary, Apex and Chamber of Commerce meetings.

2.3.5.6 Y.M.C.A.

The Recreational Director of the Caringbah Y.M.C.A. is particularly interested in O.A. youth and is encouraging their involvement in the activities of the Y.M.C.A. A physical development project is organised at the school each Friday during the winter.

2.3.5.7 POLICE BOYS CLUB

A large Police Boys Club is situated close to the school and its facilities are used by teachers and the occupational therapist.

2.3.6 OTHER SCHOOLS

A large primary school, a Catholic High School and primary school are situated very close to Minerva St. School.

There are five other high schools and six other primary schools within 5 kms of the school.

In several cases close co-operation has been organised, i.e. regular visits and participation of students to other schools, students from high schools to assist in class activities at Minerva St. school.

Inservice courses have been organised to assist teachers from other schools to understand the work being carried out at Minerva St. school.

2.3.7 TECHNICAL COLLEGES

A College exists at Gymea which cater for over 4000 students a week in a wide variety of vocational and recreational activities.

2.3.8 RESIDENTIAL FACILITIES

There are only two Residential facilities for mentally retarded within the Shire. One caters for boys from 5 to 12 years of age. The other caters for young adults.

2.3.9 CONTINUING EDUCATION FACILITIES

A community school project exists at Minerva St. School after school hours. There are a range of courses which can cater for handicapped students including remedial reading and maths, woodwork and needlework.

Suitable courses for school leavers are available at Gymea Technical College and the Sutherland Evening College at Miranda.

2.3.10 RECREATIONAL FACILITIES

A wide range of recreational facilities exist within the Shire.

Students from the school are engaged in various sporting clubs and activities, i.e. Rugby League, Soccer, Cricket, Mini-bike riding, Life-saving, tennis, squash, etc.

Some students are members of social organisations such as the scouting movement, Police Boys, Y.M.C.A., Youth Clubs, Religious groups and Volunteer Bushfire Brigades.

There is ample opportunity for other forms of recreation such as bushwalking, bicycle riding, watching sport, fishing, boating, visiting libraries, cultural activities, cinemas and drive-in theatre.

2.3.11 SUPPORTIVE FACILITIES

There are a large number of supportive services such as Council Social Workers Community Advice Services, Voluntary Aid Agencies and Religious Support Services which are available to people throughout the Shire.

2.3.12 THE PARENT BODY

A SURVEY OF PARENT ATTITUDES TOWARDS THE ROLE OF THE SCHOOL

Introduction: The parents of mildly intellectually handicapped pupils face unique problems. Their child's handicap is often not obvious. This leads to problems of acceptance of the child by the parent, particularly at times of entry to, and exit from the school.

Many lack understanding of, or sympathy with, their child's real needs and potential. The majority of our parents either hold aspirations that are too high or too low for their children.

They have shown an inability to compensate for the social isolation their children are forced to suffer.

They hold unrealistic attitudes towards the role the school should play.

The parents of our Year 10 and 11 pupils cannot be easily categorised. Eight pupils clearly come from disadvantaged homes.

The remainder come from homes falling within a socio-economic continum ranging from working-class to lower middle-class.

A survey of parents of pupils in Year 9, 10, 11 was made this year. Fortyfive questionnaires were sent out and thirty-nine were returned. One parent declined to complete the survey and returned it with a covering note that the school knew best. (see Appendix 5).

Results: Some relevant results of the survey are given below.

Only six parents agreed with the statement that the school just fills in time until their child is ready to leave.

Parents clearly were of the opinion that the school's major task should be to teach basic academic skills.

Somewhat inconsistently, however, twenty-one parents agreed that the school's major task should be to teach pupils about the world of work and providing them with work experience.

A minority of parents (15) agreed that teaching personal development should be given greater emphasis. Fewer still (12), agreed that more time should be spent fostering recreational interests.

Disturbing to us were the qualities/attitudes the parents thought the school should be teaching. One would have hoped that qualities such as kindness, tolerance, democratic ideals and fairplay might have been more highly valued.

They are listed in order of priority. The total number of responses should equal 190, i.e. 38 x 5. In fact, it equals 217; some parents finding it necessary to circle more than five qualities.

responsibility	30
respect for authority	21
honesty and truthfulness	21
independence	19
good manners	17
self-confidence	17
self-discipline	14
respect of others	14
the ability to stand up for oneself	13
appropriate behaviour	10
self-respect	9
tolerance	9
punctuality	8
kindness	5
fair-play	5
appropriate dress	4
democratic ideals	1
	217

Thirty-seven parents thought the school was helping to overcome their child's handicap.

Twentyfive thought society offered their child the chance of a proper degree of human rights, yet sixteen thought pupils from this school are discriminated against and thirty-five thought that society did not understand the problems faced by handicapped people.

While this may not have been a well-constructed survey, it seems safe to draw the following conclusions:

> Our parents are confused and inconsistent.
> They see the school's role as properly being a most utilitarian one.
> They are satisfied with what the school is doing or, rather, what they think the school is doing.

2.4 ECONOMIC FACTORS AFFECTING EMPLOYMENT

Following is an amended abstract from a recent follow-up study of graduates from a Work Preparation Centre which discusses the problem of chronic youth unemployment and its significance for the vocational placement of the mildly intellectually handicapped (Ward et al, 1978). This will confirm, to some extent, the concern which the school has expressed regarding the effects the general economic climate will have upon the employment of these school leavers.

Economic stringency over the last five years has resulted in a gradual decrease in the total number of jobs available. At the same time the numbers of persons seeking work has tended to increase as a result of the entry of women of all ages to the workforce. The effects of this upon opportunities for the retarded has been variable especially since many believe that technological change may lead to increases rather than reductions in the number of low skill level jobs available on the labor market (Nixon, 1970, President's Committee on Mental Retardation, 1969).

Not unexpectedly, therefore, the available employment data both from overseas and Australian sources is somewhat gloomy. For example, an international labour review (Melvyn, 1977) cited overall unemployment in 24 OECD countries in December, 1975, as totalling 17 million, or 5.4% of the total labour force. Seven million (41%) of these were people under the age of 25 years, disproportionate in the light of estimates of population distribution in which the under 25 age group constitutes only 22% of the total active population.

Australian Adults

Comparable unemployment rates and the age effect noted above are also evident in the unemployment rates for Australia produced at November, 1977, and summarized in Table 3 below:

Table 3

National Registered Unemployment Rates by Age November, 1977.

	Male	Female	All Persons
15-19 yrs	14.9%	16.8%	15.8%
20-24 yrs	7.9%	7.2%	7.5%
25-34 yrs	3.5%	2.7%	5.2%
33-44 yrs	2.4%	3.7%	2.9%
45-54 yrs	2.4%	3.2%	2.6%
55 +	2.1%	N/A	2.1%
TOTAL	4.3%	6.5%	5.1%

Employment of Young People

The increase in young workers unemployment accounts for 36% of the total increase in unemployment between 1973 and 1975, and by 1976 one third of all the unemployed in European Countries were under 25 years of age. Not only are young people failing to gain placement in employment, but figures also suggest they are remaining out of work for longer periods of time than pre-1974. The most liable to unemployment are the youngest, the first time job seekers and those with the lowest educational qualifications, (Melvyn, 1977).

Australian Young People

Attention is drawn to Table 3 which shows that young Australians between the ages of 15 to 19 have an unemployment rate of 15.8% compared to the general work force rate of 5.1% for the quarter ending November, 1977.

Regions of highest unemployment unemployment in the Sydney metropolitan area are in the north west and south west (Tables 4 and 5) and within these regions areas (based on CES areas) with highest recorded unemployment registration are the areas of Blacktown, Liverpool, Mt. Druitt and Fairfield. It is noted that the area under study (Sydney Southern, particularly Caringbah) has a slightly more optimistic picture.

Table 4: Registered Unemployment - Sydney Metropolitan Regions June, 1977, and Feb., 1978.

		Unemployed-Awaiting Placement			Applicant to Vacancy Ratio	Youth U/E as % Total U/E
		Adult	Junior	Total		
City	June 77	5,628	859	6,486	8/1	13%
	Feb 78	6,151	877	7,028	8/1	12%
(Sydney	June 77	18,400	6,345	24,745	26/1	26%
(Southern	Feb 78	19,512	8,095	27,607	20/1	29%
(Sydney	June 77	14.127	9,581	23.708	31/1	40%
(NW	Feb 78	14,464	12,238	26,702	21/1	46%
(Sydney	June 77	8,708	5,461	14,169	27/1	39%
(SW	Feb 78	8,885	6,945	15,830	30/1	44%
Sydney N	June 77	1,674	802	2,476	5/1	32%
	Feb 78	2,061	1,279	3,340	5/1	38%
(Sydney	June 77	2,145	1,234	3,379	16/1	37%
(NE	Feb 78	2,416	1,694	4,110	18/1	41%

Table 5:

Unemployment by Area

Within these regions the areas having the highest youth unemployment and highest applicant to vacancy ratios are also in south and north western regions.

		June, 1977	A/V Ratio	Feb.,1978 Awaiting Placement	A/V Ratio
1.	Liverpool	2357 young people	29/1	3058	53/1
2.	Mt. Druitt	1727 " "	78/1	2131	48/1
3.	Blacktown	1564 " "	83/1	1748	42/1
4.	Fairfield	1544 " "	33/1	2128	26/1
5.	Parramatta	1535 " "	22/1	2280	17/1
6.	Caringbah	1247 " "	33/1	1575	16/1
7.	Hurstville	1247 " "	30/1	1425	17/1
8.	Bankstown	1239 " "	16/1	1699	16/1
9.	Granville	1212 " "	35/1	1349	18/1
10.	Campsie	1147 " "	7/1	1162	51/1
11.	Windsor	1064 " "	16/1	494	15/5
12.	Marrickville	1058 " "	30/1	1079	31/1

(Source: Commonwealth Department of Employment and Industrial Relations)

Table 3

National Registered Unemployment Rates by Age November, 1977.

	Male	Female	All Persons
15-19 yrs	14.9%	16.8%	15.8%
20-24 yrs	7.9%	7.2%	7.5%
25-34 yrs	3.5%	2.7%	5.2%
33-44 yrs	2.4%	3.7%	2.9%
45-54 yrs	2.4%	3.2%	2.6%
55 +	2.1%	N/A	2.1%
TOTAL	4.3%	6.5%	5.1%

Employment of Young People

The increase in young workers unemployment accounts for 36% of the total increase in unemployment between 1973 and 1975, and by 1976 one third of all the unemployed in European Countries were under 25 years of age. Not only are young people failing to gain placement in employment, but figures also suggest they are remaining out of work for longer periods of time than pre-1974. The most liable to unemployment are the youngest, the first time job seekers and those with the lowest educational qualifications, (Melvyn, 1977).

Australian Young People

Attention is drawn to Table 3 which shows that young Australians between the ages of 15 to 19 have an unemployment rate of 15.8% compared to the general work force rate of 5.1% for the quarter ending November, 1977.

Regions of highest unemployment unemployment in the Sydney metropolitan area are in the north west and south west (Tables 4 and 5) and within these regions areas (based on CES areas) with highest recorded unemployment registration are the areas of Blacktown, Liverpool, Mt. Druitt and Fairfield. It is noted that the area under study (Sydney Southern, particularly Caringbah) has a slightly more optimistic picture.

Table 4: Registered Unemployment - Sydney Metropolitan Regions June, 1977, and Feb., 1978.

		Unemployed-Awaiting Placement			Applicant to Vacancy Ratio	Youth U/E as % Total U/E
		Adult	Junior	Total		
City	June 77	5,628	859	6,486	8/1	13%
	Feb 78	6,151	877	7,028	8/1	12%
(Sydney	June 77	18,400	6,345	24,745	26/1	26%
(Southern	Feb 78	19,512	8,095	27,607	20/1	29%
(Sydney	June 77	14.127	9,581	23.708	31/1	40%
(NW	Feb 78	14,464	12,238	26,702	21/1	46%
(Sydney	June 77	8,708	5,461	14,169	27/1	39%
(SW	Feb 78	8,885	6,945	15,830	30/1	44%
Sydney N	June 77	1,674	802	2,476	5/1	32%
	Feb 78	2,061	1,279	3,340	5/1	38%
(Sydney	June 77	2,145	1,234	3,379	16/1	37%
(NE	Feb 78	2,416	1,694	4,110	18/1	41%

Table 5:

Unemployment by Area

Within these regions the areas having the highest youth unemployment and highest applicant to vacancy ratios are also in south and north western regions.

		June, 1977	A/V Ratio	Feb.,1978 Awaiting Placement	A/V Ratio
1.	Liverpool	2357 young people	29/1	3058	53/1
2.	Mt. Druitt	1727 " "	78/1	2131	48/1
3.	Blacktown	1564 " "	83/1	1748	42/1
4.	Fairfield	1544 " "	33/1	2128	26/1
5.	Parramatta	1535 " "	22/1	2280	17/1
6.	Caringbah	1247 " "	33/1	1575	16/1
7.	Hurstville	1247 " "	30/1	1425	17/1
8.	Bankstown	1239 " "	16/1	1699	16/1
9.	Granville	1212 " "	35/1	1349	18/1
10.	Campsie	1147 " "	7/1	1162	51/1
11.	Windsor	1064 " "	16/1	494	15/5
12.	Marrickville	1058 " "	30/1	1079	31/1

(Source: Commonwealth Department of Employment and Industrial Relations)

Table 3

National Registered Unemployment Rates by Age November, 1977.

	Male	Female	All Persons
15-19 yrs	14.9%	16.8%	15.8%
20-24 yrs	7.9%	7.2%	7.5%
25-34 yrs	3.5%	2.7%	5.2%
33-44 yrs	2.4%	3.7%	2.9%
45-54 yrs	2.4%	3.2%	2.6%
55 +	2.1%	N/A	2.1%
TOTAL	4.3%	6.5%	5.1%

Employment of Young People

The increase in young workers unemployment accounts for 36% of the total increase in unemployment between 1973 and 1975, and by 1976 one third of all the unemployed in European Countries were under 25 years of age. Not only are young people failing to gain placement in employment, but figures also suggest they are remaining out of work for longer periods of time than pre-1974. The most liable to unemployment are the youngest, the first time job seekers and those with the lowest educational qualifications, (Melvyn, 1977).

Australian Young People

Attention is drawn to Table 3 which shows that young Australians between the ages of 15 to 19 have an unemployment rate of 15.8% compared to the general work force rate of 5.1% for the quarter ending November, 1977.

Regions of highest unemployment unemployment in the Sydney metropolitan area are in the north west and south west (Tables 4 and 5) and within these regions areas (based on CES areas) with highest recorded unemployment registration are the areas of Blacktown, Liverpool, Mt. Druitt and Fairfield. It is noted that the area under study (Sydney Southern, particularly Caringbah) has a slightly more optimistic picture.

Table 4: Registered Unemployment - Sydney Metropolitan Regions June, 1977, and Feb., 1978.

		Unemployed-Awaiting Placement			Applicant to Vacancy Ratio	Youth U/E as % Total U/E
		Adult	Junior	Total		
City	June 77	5,628	859	6,486	8/1	13%
	Feb 78	6,151	877	7,028	8/1	12%
(Sydney	June 77	18,400	6,345	24,745	26/1	26%
(Southern	Feb 78	19,512	8,095	27,607	20/1	29%
(Sydney	June 77	14.127	9,581	23.708	31/1	40%
(NW	Feb 78	14,464	12,238	26,702	21/1	46%
(Sydney	June 77	8,708	5,461	14,169	27/1	39%
(SW	Feb 78	8,885	6,945	15,830	30/1	44%
Sydney N	June 77	1,674	802	2,476	5/1	32%
	Feb 78	2,061	1,279	3,340	5/1	38%
(Sydney	June 77	2,145	1,234	3,379	16/1	37%
(NE	Feb 78	2,416	1,694	4,110	18/1	41%

Table 5:

Unemployment by Area

Within these regions the areas having the highest youth unemployment and highest applicant to vacancy ratios are also in south and north western regions.

		June, 1977	A/V Ratio	Feb.,1978 Awaiting Placement	A/V Ratio
1.	Liverpool	2357 young people	29/1	3058	53/1
2.	Mt. Druitt	1727 " "	78/1	2131	48/1
3.	Blacktown	1564 " "	83/1	1748	42/1
4.	Fairfield	1544 " "	33/1	2128	26/1
5.	Parramatta	1535 " "	22/1	2280	17/1
6.	Caringbah	1247 " "	33/1	1575	16/1
7.	Hurstville	1247 " "	30/1	1425	17/1
8.	Bankstown	1239 " "	16/1	1699	16/1
9.	Granville	1212 " "	35/1	1349	18/1
10.	Campsie	1147 " "	7/1	1162	51/1
11.	Windsor	1064 " "	16/1	494	15/5
12.	Marrickville	1058 " "	30/1	1079	31/1

(Source: Commonwealth Department of Employment and Industrial Relations)

Table 3

National Registered Unemployment Rates
by Age November, 1977.

	Male	Female	All Persons
15-19 yrs	14.9%	16.8%	15.8%
20-24 yrs	7.9%	7.2%	7.5%
25-34 yrs	3.5%	2.7%	5.2%
33-44 yrs	2.4%	3.7%	2.9%
45-54 yrs	2.4%	3.2%	2.6%
55 +	2.1%	N/A	2.1%
Overall TOTAL	4.3%	6.5%	5.1%

Employment of Young People

The increase in young workers unemployment accounts for 36% of the total increase in unemployment between 1973 and 1975, and by 1976 one third of all the unemployed in European Countries were under 25 years of age. Not only are young people failing to gain placement in employment, but figures also suggest they are remaining out of work for longer periods of time than pre-1974. The most liable to unemployment are the youngest, the first time job seekers and those with the lowest educational qualifications, (Melvyn, 1977).

Australian Young People

Attention is drawn to Table 3 which shows that young Australians between the ages of 15 to 19 have an unemployment rate of 15.8% compared to the general work force rate of 5.1% for the quarter ending November, 1977.

Regions of highest unemployment unemployment in the Sydney metropolitan area are in the north west and south west (Tables 4 and 5) and within these regions areas (based on CES areas) with highest recorded unemployment registration are the areas of Blacktown, Liverpool, Mt. Druitt and Fairfield. It is noted that the area under study (Sydney Southern, particularly Caringbah) has a slightly more optimistic picture.

Table 4: Registered Unemployment - Sydney Metropolitan Regions June, 1977, and Feb., 1978.

		Unemployed-Awaiting Placement			Applicant to Vacancy Ratio	Youth U/E as % Total U/E
		Adult	Junior	Total		
City	June 77	5,628	859	6,486	8/1	13%
	Feb 78	6,151	877	7,028	8/1	12%
(Sydney	June 77	18,400	6,345	24,745	26/1	26%
(Southern	Feb 78	19,512	8,095	27,607	20/1	29%
(Sydney	June 77	14.127	9,581	23.708	31/1	40%
(NW	Feb 78	14,464	12,238	26,702	21/1	46%
(Sydney	June 77	8,708	5,461	14,169	27/1	39%
(SW	Feb 78	8,885	6,945	15,830	30/1	44%
Sydney N	June 77	1,674	802	2,476	5/1	32%
	Feb 78	2,061	1,279	3,340	5/1	38%
(Sydney	June 77	2,145	1,234	3,379	16/1	37%
(NE	Feb 78	2,416	1,694	4,110	18/1	41%

Table 5:

Unemployment by Area

Within these regions the areas having the highest youth unemployment and highest applicant to vacancy ratios are also in south and north western regions.

		June, 1977	A/V Ratio	Feb.,1978 Awaiting Placement	A/V Ratio
1.	Liverpool	2357 young people	29/1	3058	53/1
2.	Mt. Druitt	1727 " "	78/1	2131	48/1
3.	Blacktown	1564 " "	83/1	1748	42/1
4.	Fairfield	1544 " "	33/1	2128	26/1
5.	Parramatta	1535 " "	22/1	2280	17/1
6.	Caringbah	1247 " "	33/1	1575	16/1
7.	Hurstville	1247 " "	30/1	1425	17/1
8.	Bankstown	1239 " "	16/1	1699	16/1
9.	Granville	1212 " "	35/1	1349	18/1
10.	Campsie	1147 " "	57/1	1162	51/1
11.	Windsor	1064 " "	16/1	494	15/51
12.	Marrickville	1058 " "	30/1	1079	31/1

(Source: Commonwealth Department of Employment and Industrial Relations)

Junior unemployment has been concentrated in the unskilled occupations in the case of males, with the unemployment/vacancy ratio being as high as 135:1 in May, 1977, and 22,420 junior males seeking employment in these occupations. In the case of junior females, unemployment has centred upon clerical and administrative occupations, with the unemployment/ vacancy ratio being 35:1 in May, 1977, and 40,346 seeking work.

Another equally pessimistic observation was made by Melvyn (1977) who claimed that in Australia at the end of 1976, 40% of the total registered unemployed were under twentyone years.

More young people are remaining at school longer, many possibly influenced by the adverse labour market conditions. A fear expressed in a report of the Australian Economic Review refers to the extent to which older leavers from educational institutions will displace juniors who are more marginal (in terms of skills and motivation) from employment. This fear must include the handicapped worker for whom displacement is also a possibility.

Reasons for such high levels of youth unemployment are, therefore, complex. They include actual decline in job numbers available, cyclical factors in economics and structural imbalances, while legislation and practice favour job security of established workers, and employers may prefer adult workers for whom the cost/benefit ratio is more favourable (Melvyn, 1977). Indeed, a recent review (Stricker and Sheehan, 1978) suggests that the sharply increasing deterioration in the relative position of youth in the labour market is due mainly to a receding labour market which was *already* antithetical to the younger worker.

All these factors can influence the employment of the mildly retarded worker who has entered the workforce.

CHAPTER THREE

3.0 THE PROCESS

3.1 AIMS AND OBJECTIVES

A second and more explicit expression of the ways we sought to achieve our aim can be found in the set of objectives we established.

In considering them it must be remembered that much of the work done in this school is, of necessity, individualised.

Our pupils are handicapped by a wide and varied range of impairments.

It is difficult, even impossible, for us to plan on the basis of a set of children achieving a set of objectives in a set time.

Nor is it possible for us to express all objectives in individual terms.

We compromise.

In some of the areas below the problems outlined above give rise to a lack of specificity.

Where objectives are stated in specific and detailed terms it should not be thought that their achievement is possible for all or, indeed, for any of our senior pupils.

Two further points.

These sets of objectives are complemented by detailed programmes written by participating teachers and by course outlines written by teachers past and present. These are available upon request.

We aim for a large degree of integration. Thus, similar objectives might quite properly be found in such seemingly diverse aspects as Banking, Budgeting and Purchasing and, say, Home Science.

3.1.1 LANGUAGE DEVELOPMENT

GUIDING STATEMENTS ON LANGUAGE LEARNING EXPRESSED AS GENERAL OBJECTIVES OF ENGLISH TEACHING

Readiness	To recognise that a child's readiness to use language includes his need to communicate as well as a degree of skill to accept and utilize the child's Language as the basis of learning.
Language use	To promote language learning through the use of language for a variety of purposes and in a wide range of situations;to organise activity and provide pertinent instruction.
Integrated learning	To arrange language learning as a series of related experiences where one use of language leads naturally to others.
Individual learning	To promote language learning in individuals; to facilitate each child's ability to communicate.
Evaluation	To evaluate a child's language learning over a wide range of activities and uses, in terms of the effectiveness and appropriateness of communication.

OBJECTIVES

A. Communication For children:
  1. to express their own ideas,
  2. to ask for advice, information, directions.
  3. to give advice, information, directions,
  4. to know of appropriate person to whom to direct question.
  5. to respond in structurally complete and appropriate forms.

B. Disucssion and Conversation For children:
  1. to have an adequate awareness of others,
  2. to contribute in acceptable forms,
  3. to have an adequate general knowledge to enter into and contribute to conversations, and
  4. to avoid extreme positions of either passivity or dominance.

C. Body Language For children to:
  1. look at person to whom speaking,
  2. to be animated and use gesture and body expressively, and
  3. to be aware of appropriate proximity.

D. Listening For children:
  1. to be able to comprehend and follow simple instructions,
  2. to be able to comprehend and answer simple questions, and
  3. to know appropriate response if question or instruction is not understood.

E. Concept Formation For children:
  1. to have an adequate understanding of time and space concepts,
  2. to be able to define simple objects and terms,
  3. to understand value words,
  4. to be able to organize thoughts sequentially,
  5. to be able to isolate main idea and to summarize, and
  6. to be able to tell the difference between literal and figurative usage, especially in a situation in which work-mates may be teasing or joking.

F. Special Skills For children:

1. to be able to use a telephone for normal purposes,
2. to be able to shop competently,
3. to relate messages accurately, and
4. to be competent in situations involving social courtesy.

G. Speech For children:

1. to be aware of their speech and to be able to judge as to its appropriateness.

H. Written Language For children:

1. to be able to sign their name,
2. to be able to fill in forms,
3. to be able to write a simple note,
4. to be able to write and address a letter,
5. to be able to write a telegram,
6. to be able to write a shopping list, and
7. to be aware of the range and use of cards available and to be able to complete such cards.

3.1.1.1 LANGUAGE DEVELOPMENT - GUIDE LINES/CHECK LIST

GENERAL AREA	SPECIAL SKILL	TEACHER CHECK AND DATE	SPECIAL POINTS FOR ATTENTION
Communication	Gesture only		
	Can express own idea		
	Can make requests - simple sentence		
	Can ask advice, directions, information		
	Is aware of appropriate person to direct question to		
	Can respond only in single word		
	Responds in incomplete sentences		
	Uses structurally correct sentences		
	Can respond appropriately to situation		
	Can give explanations, directions		
	Uses correct name when addressing people		
Discussion & Conversation Situations	Will not contribute or converse		
	Cannot follow discussion		
	Inadequate awareness of others or inability to relate to others		
	Contributes easily with friends		
	Interrupts, tries to dominate situation, irritates others		

GENERAL AREA	SPECIAL SKILL	TEACHER CHECK AND DATE	SPECIAL POINTS FOR ATTENTION
Discussion & Conversation Situations (contd)	Converse only in one-to-one situation		
	Has adequate general knowledge		
	Only animated if own choice of topic is discussed - very narrow interests		
Body Language	Looks at person to whom speaking		
	Is animated, uses gestures face, body expressively		
	Is relaxed in oral language situation		
	Presents poorly - spoils own image		
	Maintains reasonable distance in formal situation		
	Shake hands		
	Aware of appropriate proximity		
Listening	Inadequate awareness of others		
	General comprehension poor		
	Can follow simple instructions, understand simple questions		
	Is easily distracted, won't concentrate on listening		
	Can follow a number of instructions, more complex questions		

GENERAL AREA	SPECIAL SKILL	TEACHER CHECK AND DATE	SPECIAL POINTS FOR ATTENTION
Listening(contd)	Poor auditory discrimination		
	Requires special testing - may need help		
Concept Formation	Adequate vocabulary re time, space,etc.		
	Can define objects, terms		
	Understands value words		
	Can organize thoughts sequentially		
	Can isolate main idea summarize		
	Associates words - relates ideas		
	Can tell difference between literal and figurative usage		
	Ability to form hypotheses		
Special Skills	Telephone courtesy, adequate ability to use, give name, etc.		
	Shopping competence		
	Can take, and relate accurately, messages		
	Introductions and social courtesy situations handled competently, dealing with personnel		
Speech	Appropriate to situation/occasion		
	Can regulate volume-- too loud?		
	Indistinct,difficult to understand		

GENERAL AREA	SPECIAL SKILL	TEACHER CHECK AND DATE	SPECIAL POINTS FOR ATTENTION
Speech (contd)	Babyish		
	Needs therapy		
	Appropriate inflection, intonation, pitch		
Written Language	Writes name legibly, signature		
	Address		
	Money numbers		
	Can read safety words		
	Can write simple note to friends, member of family		
	Can write a simple letter		
	Can fill in forms		
	Can write grocery/ food list		
	Can write and send telegram		
	Is aware of appropriate cards for the occasion and can complete such cards		
	Can write notes to tradesmen		
	Can write letter to order goods - business letter		

3.1.2 READING

1. General Aim: To follow an integrated structural approach to the teaching of reading skills, so that children may function as successfully as possible in their environment both present and future.

   This approach will include:

   1. Word identification
      - a) sight vocabulary
      - b) phonic attack
   2. Vocabulary Extension
   3. Study Skills
   4. Rate and Accuracy

2. Specific Aims or Objectives: for children:
   - a) To read, comprehend and use a newspaper to the equivalent of the "Sun"; (would include sport, television programme, theatre programme, job advertisements, etc.)
   - b) To read, comprehend and complete a variety of forms necessary for survival in our society.
   - c) To read, comprehend and follow survival signs in the home, employment and the community.
   - d) To read and comprehend letters and notes which the average householder receives.
   - e) To listen to, comprehend and follow instructions (both verbal and written).
   - f) To read books and magazines for leisure activities.
   - g) To know how to seek information - telephone and street directories, libraries, trade catalogues, etc.

Addendum

1. Use newspapers as a reference for:
   - i. entertainment,
   - ii. sport,
   - iii. shopping guide
   - iv. weather, and
   - v. employment.

2. Directory Skills
   - i. 'phone book
   - ii. dictionary,
   - iii. street directory

- iv. recipe book
- v. indicator board
- vi. menu
- vii. 'bus and train timetables
- viii. work plan

3. Reading forms related to:
   - i. banking
   - ii. applications
   - iii. ordering, and
   - iv. ownership of motor vehicle.

Further Objectives

- h) To promote the relevance of reading to these senior pupils.
- i) To bring some consistency to the manner in which they use reading skills previously acquired.
- j) To provide them with information concerning the opportunities available for them to increase reading skills beyond the school.

3.1.2.1 READING EVALUATION FOR SENIOR STUDENTS
MINERVA ST. S.S.P.

1. Standardised Reading Test Results

2. Phonic Word Attack Skills

3. Sight Vocabulary

4. Reading Competence
   A. Survival Words
      1. Recognises and understands safety word on signs:

      2. Recognises and understands safety words at random in various prints, etc.

   B. Newspaper Reading
      1. Can find various sections of the newspaper
      2. Shows comprehension of 1 above

Comment and Date

Can use newspapers as a reference for:

Comment and Date

Entertainment
Sport
Shopping Guide
Weather
Employment

C. Directory Skills
'phone book
Dictionary
Street Directory
Recipe Book
Indicator Board
(Bus and Train)

Timetables
  Work plan
  Bus
  Train

Menu

D. Reading Forms
  Banking
  Application
  Order
  Drivers Licence

General Comments:

3.1.3 MATHEMATICS

The general aims are:

1. To assist the child to understand, interpret and function adequately in his environment.
2. To satisfy the present mathematical needs of the child.
3. To develop understanding of fundamental ideas of numbers, measurement and shapes, knowledge of language and relationships, skill in computation and problem solving. Definite mathematical objectives modified according to individual potential and aspirations should be stated.

Objectives For children:

1. To be able to use the four operations to make computations necessary for day to day living,
2. To be able to count accurately,
3. To be competent in transactions involving money,
4. To be able to tell the time, to relate digital time to conventional expressions of it, and to be aware of the passage of time,
5. To be able to read a calendar,
6. To have basic understandings of the measurement of length, mass and volume and to be able to make appropriate measurements.

3.1.3.1 SPECIAL PROGRAMME - MATHEMATICS

The work experience component of the programme began by operating continuously. An individual pupil would be placed in a position for a period of one day per week for eight school weeks. Pupils spent the day between jobs at school where they were required to write a letter to their previous employer, contact their prospective employer and make a visit to the Commonwealth Employment Service.

Such a scheme allowed for a pupil to experience four or five work situations in a year. While the advantages of this scheme are considerable, certain disadvantages accrued to it.

i. Some pupils took work-experience for granted even became blase about it.
ii. The time allocated to it was such as to impinge upon the time available to the teaching of basic skills to a degree that caused us concern.

It was decided that work-experience be cancelled for the first four weeks of each term and the time be spent on an intensive academic programme.

We began to operate on this basis from the commencement of Term 3.

The programme we wrote for that period is attached, together with an evaluation of it.

ANALYSIS OF PRE-TEST & FINAL TEST

NUMERATION SKILLS

a) Writing numbers in words as numerals

In the pre-test 33% of the pupils were unable to do so.
In the final test only 13% were unable to do so with more intricate numbers.

b) Writing numerals as numbers in words

In the pre-test 55% were unable to do so with numbers ranging from two place to four place value.

c) Writing in words numbers one-ten

In the pre-test 38% of pupils could not successfully do so.

d) Sequencing numerals

In the pre-test 14% were unable to do so. A massive 64% were unable to sequence three place value numerals. In the final test 9% were unable to do so. Only 30% were unable to sequence three place value numerals.

e) Counting

In the pre-test 40% were unable to count dots or strokes correctly.
In the final test only 7% were unable.
The findings of a numeration work station late in the course were that 10% were unable, 5% incapable, 35% were capable but very slow, 50% were capable of counting counters.

f) Finding remainders

In the pre-test 48% were unable to find a simple remainder.
In the final test 15% were unable.
The findings of the numeration work station were that 20% were unable to find a remainder using plastic counters, and that 5% were very slow and poor in the same task, 50% were fairly capable of finding remainders but were erratic in their performances, and 25% were capable of finding remainders.

g) Arranging random numerals in order

In the pre-test 48% were unable.

h) Ordering odd numbers to 17

In the pre-test 40% were unable.

i) Ordering even numbers to 18

In the pre-test 48% were unable.

j) Ordering numbers by fives to 50

In the pre-test 40% were unable

k) Ordering numbers by tens to 100

In the pre-test 8% were unable

l) Fractions

In the pre-test 16% were unable to circle a half of 8 crosses, 80% were unable to ink in a quarter of 12 circles, and 76% were unable to give simple fractional equivalents, e.g. ½ of 10 = 5.

m) Place value

In the numeration work station it was found that 35% understood place value, 25% had a fair idea, 30% had only a slight idea, and 10% had no idea.

TIME SKILLS

a) Ability to read "today's date"

In the pre-test only 4% were able. In the final test 15% were unable.

b) Number of days in a week

In the pre-test 28% were unable.

c) Number of months in a year

In the pre-test 24% were unable.
In the final test 10% were unable.

d) Understanding and differentiating time spans

In the pre-test only 16% were unable to tell that a fortnight is two weeks. Only 8% were unable to correctly state the length of the September holiday period.

e) Reading clock face and recording in digital time notation

In the pre-test 31% were unable to correctly read and record time shown digitally. The results of a time work station late in the course were that 45% were fully capable, 5% were capable of reading and recording non-digitally, 10% were fair at the same level, 20% were poor, 15% were very poor and 5% were unable to read and record time shown on a clock face.

In the final test 24% were unable to correctly read and record time shown digitally, but some of the times shown were more complex than in the pre-test.

f) A.M. & P.M.

In the pre-test 96% showed they understood the appropriate use of these terms.

In the final test pupils were asked to fill in time in words from a given digital time, e.g. 9.30 a.m. and vice versa. 40% were unable to successfully complete this exercise, however, the use and understanding of the terms A.M. & P.M. was not the major difficulty, but rather translating digits into words and vice versa.

g) Simple addition of minutes/hours - Conservation

In the final test 28% were unable to add 1½ hrs. to 7.30 a.m. correctly.

In the time work station late in the course 25% were unable to add 10 minutes, 40 minutes, and 10 minutes to total 1 hr. 10% more were then unable to conserve this hour in relation to what time they would need to leave home to get to work by 9 A.M.

In the final test a similar question to the work station question detailed, involving simple addition of 15 minutes, ½ an hour, and fifteen minutes and conservation of time as above, resulted with 55% who were unable to successfully complete the exercise.

h) Estimating travel time to the city by train

In the time work station late in the course 90% were capable of making a realistic estimate.

i) Using a calendar to refer to dates and record day/month/year in numerals.

In the time work station late in the course, 45% were capable, 15% were fair, 20% were able to refer and locate but not record the day/month/year, 10% were poor, 5% were very poor, and 5% were unable.

MEASUREMENT SKILLS

a) Recognising and knowing the length of a metre stick

In the pre-test 32% were unable to recognise or state the length as 1 metre.

b) Knowing relationships between metric units of length

In the pre-test 52% were unable to state that there are ten millimetres in one centimetre. 62% were unable to state that there are one thousand millimetres in one metre.

In the final test 45% were unable to correctly state 1m = 100cm = 1000mm. 48% were unable to correctly state ½m = 50cm = 500mm.

c) Counting the number of one metre units measured to make a length of eight metres

In the pre-test 28% were unable to observe and correctly record the operation.

In the final test 10% were unable to observe and correctly record a measured length.

MEASUREMENT SKILLS (contd)

d) Dimensional discrimination
Height/length/width
In the pre-test 44% were unable to discriminate between the terms and their meanings.

e) Quantitive Measurement
In the pre-test 24% were unable to correctly state 12 = 1 dozen and 6 = ½ dozen.

f) Knowledge of items bought by length
In the final test 35% were unable to correctly identify more than one item bought by length out of list that contained two, i.e. string and ribbon. 10% were unable to correctly identify either.

MASS AND VOLUME SKILLS

a) Knowing relationships between Metric units of Mass
In the pre-test 88% were unable to correctly state 100g = 1kg. In the final test 20% were unable, and 40% were unable to correctly state ½kg = 500g.

b) Knowledge of using scales to measure mass
In the pre-test 64% were unable to indicate this knowledge.

c) Knowledge of items bought by mass
In the pre-test 12% were unable to distinguish items bought by mass from a list of various items.
In the final test 10% were unable to distinguish items bought by mass from a list including beans, tomatoes and potatoes. Only 10% showed ability to distinguish all three items bought by mass. The other 80% distinguished one or two items bought by mass.

d) Knowing relationships between metric units of volume
In the pre-test 44% were unable to correctly state 1000 ml = 1 litre. In the final test 50% were unable, and 80% were unable to correctly state 500 ml = ½ litre.

MASS AND VOLUME SKILLS (contd)

e) Volume of a milk bottle

In the pre-test 24% were unable to correctly identify the volume of a milk bottle as 600 ml.

In the final test 10% were unable.

f) Knowledge of items bought by volume

In the pre-test 15% were unable to identify items bought by volume from a list of various items.

In the final test 30% werc unable to correctly identify more than one item bought by volume out of a list containing two, i.e. petrol and detergent. 10% were unable to correctly identify either.

Only 10% were unable to give an example of an item bought by the litre.

g) Reading and recording volume, from a measuring cylinder

In the final test 25% were unable to read and record a volume of 600 ml measured in a glass 1 litre measuring cylinder.

h) Weighing simple objects on fan scales to find mass

In a work station situation late in the course 52% were capable, 40% fairly competent, and 8% poor or unable to weigh objects such as a milk bottle and read and record mass.

MONEY SKILLS

a) Recognition of coins up to 20c

In a work station situation early in the course 100% of pupils were able to recognise all coins up to and including 20c.

b) Recognition of notes up to $20

In a work station situation early in the course 100% of pupils were able to recognise all notes up to and including $20.

MONEY SKILLS (contd)

c) Making up 20c with combinations of four 5c, two 10c, ten 2c and twenty 1c coins.

In a work station situation early in the course 12% of pupils had difficulty or were unable to complete the combinations of 2c or 1c coins to a value of 20c.

100% were able to combine 5c and 10c coins to a value of 20c.

d) Giving change from 10c, 20c, $1

In a work station early in the course 13% were unable to give change from 10c, 25% were unable to give change from 20c, and 44% had great difficulty or were unable to give change from $1. In the final test 30% were unable to work out correct change 86c from $1. 85% were unable to state how change could be given using five coins - 50c + 20c + 10c = 5c = 1c.

e) Tendering $1 in mixed coins

In a work station situation early in the course 40% had great difficulty or were unable to make up $1 using combinations of different coins.

f) Finding cost of one item or unit at given item/unit cost

In a work station late in the course all pupils were capable of finding the cost of 1kg of peas at 50c kg.

g) Finding cost of more than one item or unit at given item/unit cost

In the final test 40% were unable to find the cost of 5kg of tomatoes at 40c kg. 25% were unable to find the cost of ten apples at 5c each.

In a work station late in the course 35% were unable to find the cost of 2kg of peas at 50c kg.

h) Finding costs reliant on arithmetical relationships between item/unit costs and given an amount of items/units required.

In the final test 60% were unable to find the cost of 250g of devon at 66c 500g. In a work station late in the course 52% were unable to find the cost of 500g of peas at $1 kg.

In the final test 65% were unable to find the cost of 10 kg of potatoes at 5 kg for 79c.

MONEY SKILLS (contd)

i) Adding five item shopping list

In the final test 65% were unable to correctly total a five item shopping list involving addition of money values ranging from 60c to $1.55.

j) Finding simple costs and adding three and four item shopping lists with the use of calculators

In a work station late in the course 35% were unable to total or find all costs correctly with the use of calculators. The examples were more difficult than those in the final test.

k) Adding simple four item shopping list and finding change from $2

In the final test 50% were unable to either add the costs given correctly or find the correct change from $2.

MONEY EVALUATION

The intensive course resulted in a general improvement in the ability to perform operations and tasks involving the use of money.

Counting over ten coins to make up a specified amount caused problems to some.

The finding and giving of change is generally very weak.

Arithmetic relationships between numbers are generally poorly understood.

Unexpectedly great decreases in performance were found to be corresponding with slight increases in the difficulty of certain operations, e.g. addition of money.

It is necessary to retain a practical relevance in all learning situations involving the use of money or purchasing concepts.

The use of calculators generally enhanced task performances. It would be desirable and beneficial to set up a real "shop" situation for practical understanding and learning of money and purchasing skills to be achieved.

NUMERATION EVALUATION

One of the main problems in counting is the lack of organisational skills, particularly neatness.

Numbering in twos and fives over ten and especially over twenty presented a problem to many.

Simple addition and subtraction algorisms involving column additions to ten or more presented a great problem.

Transfer of information from a raw form into a set form, i.e. recoding on a store card (Numeration work station attached) is generally badly handled.

TIME EVALUATION

Most students gained significantly from the small group situation and the intensive and varied approach.

Too much time should not be spent on individual problems or tasks.

Work should be kept at a practical level.

A few students do not have sufficient knowledge of basics such as clock face symbols.

Problem solving situations are generally approached very poorly and guidance is usually necessary.

MASS PROGRAMME

1. Understands concept of balance.
2. Can use balance scales to establishing a balance using:
    1. informal units
    2. S.I. inits
3. Proceeds to establish a balance by using masses in most efficient manner, i.e. beginning with larger masses and replacing with a smaller mass when balance has been exceeded.
4. Using the following masses to establish a balance on scales 1kg, 100 g, 10 g, 1 g.
5. Reading and writing the measurement number obtained from the above.
    e.g. 1.536 kg or 1536 g
6. Can measure own mass on bathroom scales.
    1. knows how to stand on scales.
    2. knows how to read scale to measure to nearest ½kg.
7. Can make measurements to 500 g using post office scales.
    Is aware of the uses of these scales.

MASS PROGRAMME (contd)

8. Can use fan scales to:
    1. measure in hundreds of grams to 1000 g
    2. measure in tens of grams to 1000 g
    3. measure in tens of grams to 100 g
    4. measure in hundreds of grams to 2000 g
    5. measure in tens of grams to 2000 g
9. Has the knowledge that:

1 kg = 1000 g
500 g = ½ kg
250 g = ¼ kg
200 g = 1/5 kg

EVALUATION

All pupils use the four types of scales mentioned above and were given an awareness of the appropriate use of each.

All pupils indicated good concepts of balance and were able to use balance scales effectively.

Much practise would be needed if all pupils were to become thoroughly familiar with the variety of calibrations on the spring scales used. About a third now have the ability to look at a particular scale and determine for themselves the value of the calibration used. Similarly, about a third of the group are confident in reading and writing measurement numbers.

TIME PROGRAMME

CLOCKS

1. Using clocks read times (How many sec. in min., in hour, in day)
2. Using clocks write in digital time (A.M. and P.M.)
3. Using clocks calculate arrival times
4. Using clocks calculate departure times
5. Using clocks calculate conv. time from digital time.

CALENDAR

1. Locate Birth Date.
2. How many months in year?
3. How many weeks (approx.) in month?

CALENDAR (contd)

4. How many days in month?
5. What is your age? (years, months, days)
6. How long to your next birthday?
7. Write down dates.
8. Know days of the week (what follows, etc.)
9. Know months of the year (what follows, etc.)
10. What day of the week is (x-x-x).
11. Identifying months by number.
12. Calculating arrival and departure dates.

USING TIME

1. Making X number of items (eaxh X time) how long to make the lot?
2. Adding up time, i.e. Walk to Station
   Train Trip
   Bus
   Walk, etc.
3. Calculating time worked from X to X
4. Estimating time and likely finishing times or dates.

MONEY

1. Recognition of coins and notes.
2. Tendering correct amount to 20c in variety of ways.
3. Giving change from 10c, 20c, $1.00.
4. Tendering amounts to $1.00 in variety of ways.
5. Giving change from 40c, 50c, $2.00, $5.00, $10.00, $20.00.
6. Tendering amounts to $2.00 in variety of ways.
7. (a) Using money in shopping
   (b) Working out costs from cost per article/per kg.
   (c) Totalling cost and giving change from $1, $2, $5, $10, $20.
   (d) Working out costs of:
      2 kg peas @ 50c kg
      5 kg tomatoes @ 70c kg.
      500 g corn beef @ $1.00 kg.
      10 apples @ 50c per five
   (e) Practical use of skills - model shop.

DISTANCE

Concepts to be developed:

(a) What is distance - how far it is from one place to another.

(b) Dimension - Different terms have specific meaning in relation to measure of distance.

(c) Comparison of/to Standards - What are standards and how do we use them to measure.

(d) Metric Measure - Its relationship to our number system.

Terms to be learnt:

length
width
height
depth
dimension

millimetre
centimetre
metre
kilometre

Content: (1) Discussion

(a) What is distance?

(b) Different terms, what they mean.

(c) What we use to measure distance, the metric system, millimetres, centimetres, metres, kilometres;
1000 mm = 1 metre, 10 mm = 1 cm, 100 cm = 1 m,
1000 m = 1 km.

(d) Why measurement of distance is necessary/important.

(e) What things we can buy measured in (distance) length.

(2) Activities

(a) Measure a given length of string using centicubes joined together.

(b) Using ordinary rule measure and cut varying lengths of string.

(c) Determine own height using metre stick.

(d) Using a tape measure - measure arm length, leg length, waist measure, etc.

(e) Using metre stick measure the dimensions of school desk.

(f) Using either a tape or metre stick cut up fairly large lengths of string, e.g. 3 metres, 5 metres, etc.

For more advanced children, converting millimetres and centimetres into decimal parts of a metre may be entered into. So that after initial instruction these children may be able to measure to a degree of difficulty such as 1.555 m.

During the programme the following problems were most apparent:

1. A lack of understanding as to exactly what measurement was, this was reflected in the children's faculty use of the rules. The children tended to be lacking only at the numerals on the rule and not actually seeing how many units of distance measure a certain object. e.g. wide, long or high. Through use of centicubes it was pointed out to them that measurement is a comparison to a standard.
2. Very poor standard of physical work - i.e. recording, drawing and use of rules, tapes, etc., very little attention given to neatness or correctness. This aspect needs more attention.
3. A number of children at first were very uncertain about aspects of place value numeration, this too was obviously an area for attention.

STATION NO. 1

1. Place in correct place No.'s as shown.

2. Count out - 20 Green Buttons
25 Red Buttons
15 Blue Buttons
10 Yellow Buttons

Count the remainder and record No.

3. Record on store card the above information and work out the remainder.

NAME ______________________________

35 each in stock

	NO TAKEN	REMAINDER
RED 35		
BLUE 35		
YELLOW 35		
GREEN 35		
	TOTAL IN STOCK	

MATH STATION NO. 2

1. Read the times indicated on the clocks and record in digital time.

2. How long does it take to get to Central

3. From the calender write down the dates for the:

   1st Monday in October

   3rd Tuesday in June

   2nd Friday in May

   3rd Thursday in December

4. What time will you need to leave home to get to work by 9.00 a.m.

   It will take 10 minutes to walk to station.

   The train takes 40 minutes

   And you walk 10 minutes from station

NAME: ____

MATH STATION NO. 3

1. Cut up 20 pieces of string 7 cm long.
   Cut up 5 pieces of string 25 cm long.
   Cut up 3 pieces of string 1 mitre long.

2. How many pieces of string 1.5 metres long can you get from this length and how many is left over.

   Measure the table and record the dimensions here - LENGTH

   WIDTH

   HEIGHT

3. How many cm's are there in 0.25 metres?

   How many mm's are there in 0.30 cms?

   How many mm's are there in 0.632 metres?

   In the last problem:

   What does 2 stand for?

4. How many cm's in a metre?

   How many metres in a km?

NAME: ______________________________

WORK STATION NO. 4

1. Weigh and calculate cost of:
    1 kg Peas @ 48c kg

    500 gm Peas @ 84c kg.

    2 kg Peas @ 50c kg

2. Weigh
    500 gm Peas
    empty milk bottle
    250 gm centicubes
    600 gm water

3. (1) Using the Calculator -
    Work out the total cost of:
    2 pkts cheese @ 52 cents each
    4 lb. sausages @ 25 cents lb.
    8 oranges @ 4 for 30 cents
    10 bananas @ 5 for 56 cents

    (2) Work out the total cost of:
    2 500 g pkts Margarine @ $1.04 each
    4 200g tins Copper Kettle Coffee @ 85c each.
    2 50g pkts 'Erinmore' Tobacco @ $1.20 each

NAME: ______________________

Write the numeral that is the same as these number words

1. fourteen ___________
2. seventy ___________
3. seventeen ___________
4. sixtyfive ___________
5. one hundred and six _________
6. four dollars and thirty cents _________

Write the numbers which come before and after

7. ___________ 34 ___________
8. ___________ 21 ___________
9. ___________ 109 ___________
10. ___________ 59 ___________
11. ___________ 237 ___________

12. Count these dots _____________

. . ..

.. . .

. . . .

13. Count these strokes ________

/ /

14. Whichis today's date? Circle the correct date.

9.11.77 10.11.77 11.10.77 10.9.77

15. How many months in a year? __________

What time do the hands of the clock show?

Write in digital time

16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________

21. 1m = ☐ cm = ☐ mm

22. 1 kg = ☐ g

23. 1 l = ______ ml

______

24. Which of these would you buy by length?
Circle the correct answers

string	wine
spaghetti	necktie
paper	ribbon

25. Which of these would you by weight (mass)?
Circle the correct answers

beans	kerosene
potatoes	tiles
tomatoes	cakes of soap

26. Which of these would you buy by volume (litre, millilitre)?
Circle the correct answers

petrol	detergent
soap powder	bananas
margarine	

27. ½kg = ______ g

______

28. 500 ml = ______ l

______

29. ½m = ______ cm

______

30. ½m = ______ mm

______

	Fill in the missing answers	Digital Time
31.	ten past four in the evening	
32.	ten to six in the morning	
33.		6.30 a.m.
34.		3.45 p.m.

35. There are 35 buttons, take away 20.
How many are left? ________

36. A bottle of milk holds? Circle the correct answer.
1l 500ml 2l 600ml

37. Name something we buy by the litre ________________

38. 1 kg of tomatoes costs 40c
How much would 5kg cost? __________

39. 5 kg of potatoes costs 79c.
How much would 10 kg cost? ________

40. 500g of Devon costs 65c
How much would 25og cost? __________

41. Add the following shopping list:
$1.55
0.85
0.60
1.00
0.55
______

42. How much change would you get from $2.00 if the items cost:
55c
68c
10c
40c
Total of the goods _____
Answer _____

43. How much change would you get from $1 if the item cost 14 cents? _______

44. Put in order the change that you would give.
i.e. How 5c or 20c or 1c, etc.
1.______ 2. ______ 3. ______ 4.______ 5. ______

45. How much would 10 apples cost at 5 cents each ? __________

46. Write down the length measured ________________

47. Write down the weight shown. ___________

48. Write down the amount of water in the container _________

49. Write down the time that you would get to work if you left home at 7.30 and travelled for 1½ hours ____________

50. Write down the time that you have have to leave home to get to work at 9.00a.m.
It takes 15 minutes to walk to station
½ hour in train
15 minutes to walk to work

____

3.1.4 BUDGETING, BANKING, INVESTING AND PURCHASING

Designed and Developed by:

G. Searl
G. Roberts

C. Treneman
T. Kenny

An important part of the total programme for senior students at the school is the regular work done on budgeting, banking, investing and purchasing. Due to the intense nature of the total programme and the need to provide regular lessons of a practical nature in the above areas, a structured programme was developed during third term, 1976.

RATIONALE

There are many aspects of monetary exchange which people of less academic ability can find extremely difficult, i.e. making deposits and withdrawals from banks, investing money, understanding deductions from wages, obtaining value for money and using substitute forms of money such as bankcard, cheques, etc. It is only from regular practical contact that students gain skills and knowledge in the above areas.

AIMS AND OBJECTIVES

1. To develop skills in practical aspects of banking, i.e. deposits, withdrawals, opening and closing accounts.
2. To develop knowledge and skills in handling wages, i.e. terms, checking amounts and deductions.
3. To provide a basis for practical work in counting and computing money.
4. To develop skills and knowledge in methods of investing, i.e. credit unions, building societies, shares, etc.
5. To develop skills in and knowledge of substitute money, i.e. bankcard, bank cheques, money orders, postal notes, cheque accounts and credit cards.
6. To develop an awareness of monetary responsibilities of citizens, i.e. taxes, rates, hire purchase, medical insurance, insurance.

7. To develop skills in budgeting.
8. To develop an awareness of the value of money.
9. To provide practical experience in purchasing of goods, i.e. obtaining value by comparative shopping, etc.
10. To provide a practical incentive for work performed on the work experience programme.

SUGGESTED PROCEDURE

Classroom Programme

1. The senior students are assembled for one hour each week with two teachers.
2. The students complete the 'Weekly Payment Record' and the 'Bank Deposit Schedule'

Discussion of the meaning of terms used are regularly held where the need is apparent.

Special deductions for such things as a class party or an excusrion can be made as decided by the class.

An understanding of what deductions can normally be made from wages is taught.

The students are required to make the necessary additions and subtractions to derive the final weekly payment.

3. Two or more students are appointed as clerks. They collect the cards and check the work of the students.
4. Discussions, guest speakers, exercise films, slides, role play, etc.,are then organised to teach some aspect of the programme.

BANKING

1. At regular intervals (i.e. approximately 4 weeks) the teachers have the students calculate the total amount owing on the Bank Deposit Schedule.

The individual amounts are checked by the clerks and the teacher and a total amount calculated.

The clerks then calculate the quantity of notes and coins required to make up the wage packets.

A cheque is drawn from the special Work Experience Account and the students obtain the required notes and coins from the local bank.

The clerks then make up the wage packets.

The students receive their wage packet, they check the amounts for any discrepancies and if it is correct they sign for it. Practice in handling money and giving change is arranged at this stage.

2. The students open saving accounts at the local bank by completing the necessary forms.

The students are responsible for the upkeep of their own bank books.

3. When the students have received their pay packets an excursion to the bank is organised so that the students can deposit the amount.

Regular practice is organised in the classroom to teach the students to complete the necessary forms.

INVESTING

When the saved amount in the account exceeds $5, a decision may be made to invest that amount in a local building society.

An excursion is organised and the students carry out the necessary requirements to open an investment account.

As with the bank pass book, the investment account remains the property of the student.

The students are made aware of the other forms of investment such as credit unions, shares, term deposits, etc.

BUDGETING AND PURCHASING

Regular lessons are organised to teach budgeting techniques and the value of budgetting.

Excursions to local shops to study the cost of items so as to gain an understanding of the value of money are organised. Prices of the same goods in different stores are compared and the respective quality of similar products assessed.

Changing costs of goods are studies and discussed.

Discussions are held as to reasons for purchasing one item in preference to another of similar quality, i.e. advertising and the basis upon which most advertising works.

Money as part of total life style is discussed.

Means of purchasing are discussed, i.e. cash, credit, lay-by, hire purchase.

OTHER ASPECTS OF PROGRAMME

1. Substitute Money

Practice is organised to complete Bank of Education cheques, money orders, postal notes.

Excursions are organised to banks, business houses and post offices to learn the necessary procedures to use:

a) bank card
b) bank cheque

c) money order
d) postal note
e) personal or group cheque accounts
f) credit cards

2. Monetary Responsibilities of Citizens

Excursions to council chambers, medibank, tax consultant, insurance office and business houses are arranged.

Speakers at the school from the above organisations follow up the visits to explain to the students finer details of the respective organisations and how the person is responsible for regular payment and the effect upon the individual of failure to do so.

Items studies are:

i. taxes
ii. rates
iii. hire-purchase
iv. medical insurance
v. insurance (property and life)
vi. charity
vii. social security payments, i.e pensions, unemployment benefits.

3. Loans

The students are shown how to take out loans from the various lending institutions.

The cost of the loans is calculated so that students gain an understanding of the total cost of loans.

Interest rates are discussed and meanings such as reducible and flat outlined.

THE WORK EXPERIENCE ACCOUNT

Parents are asked to pay $4 a term into the account so that payments can be made to students

Employers who wish to pay for students participating in the work experience programme are asked to pay the amount into the work experience account so that it can be more equitably divided amongst all the students taking part in the programme

PROGRAMME BOOKLET

A booklet is being prepared so that the student can systematically work through the programme.

The booklet will provide a means of assessing the students ability to handle and understand the concepts being taught.

BASIC PROGRAMME

1. Money Values
2. Calculating money values
3. Understanding Wages
4. Banking
5. Investing
6. Budgeting and Purchasing

Other aspects of the Programme

7. Other Forms of Money
8. The Responsibility of Citizens
9. Loans

RECOGNISING CAPABILITIES AND NEEDS

The wide variety of abilities of the students in the programme requires the group to be divided into two groups when excursions or lectures involving more advanced concepts are being treated.

The programme requires a successful completion of the previous section before proceeding to the next part of the programme. There should be opportunity for revision at regular intervals.

Realistically the skills and concepts being developed may take some considerable time to achieve. In a number of cases, students will not procede beyond the basic programme.

Where students have the ability to master the basic programme the other aspects of the programme are developed progressively so that ability and understanding are achieved in each area.

3.1.5 SCIENCE STUDIES

The following aims in Science Studies have been defined. They are:

1. to assist the child through careful observation and experiment.
2. to enlarge his knowledge and to develop simple but sound concepts and generalizations about the biotic and physical phenomena of his environment.
3. to maintain the child's sense of wonder and to simulate and broaden his interest in the world about him, thereby leading him to an appreciation of the interdependence of all forms of life and their dependence on physical conditions.
4. to provide experiences which promote the growth of appreciation and love of beauty of the natural world.
5. to develop healthy social attitudes and the personal acceptance of a moral and legal responsibility for the conservation of our natural heritage.
6. to create an abiding interest in Natural Science that will induce the child to apply his knowledge and skills beyond the classrooms and provide a worthwhile activity for his leisure time.

A further important aim now should be added in relation to the secondary pupils - viz. 7. to create an awareness of and to develop simple concepts of the aspects of safety in the use of science in industry.

AIMS - SCIENCE

1. To assist the child through careful observation and experiment.
   - to understand the purposes of the laboratory in the study of science and simple techniques of laboratory work.
   - to understand and be familiar with the simple tools of the laboratory; recognition and handling of basic equipment; cleaning glassware and apparatus; - bunsen burner, beaker, flask, test tube, test tube holder and rack, igniter, microscope, thermometer, measuring cylinders, scales, filters.
   - to understand and use the metric system in simple measurement; measuring solids, liquids, temperature.
   - to attain the understanding necessary for the reporting of observations of an experiment.

2. To be familiar with safety procedures and aspects of safety in the use of science in industry.
   - care in using flames - keep clothing away from flames and do not use flames near flammable liquids.
   - ability to heat test tubes - rate of heating, direction, use of test tube rack.
   - ability to handle acids - pouring - dilution in water - if acids or bases are spilled washing immediately with quantities of water.
   - proper use of fire blanket.
   - following directions carefully for the handling of all chemicals.
3. To develop concepts and generalisations about the biotic and physical phenomena of the child's environment.
   - to develop concepts that will enable the child to describe the natural occurrences persisting about him.
   - to give the child practice in solving problems by different methods, and make him aware that an orderly system is always involved.
   - to develop the understanding that scientific thinking is based on observable facts.

Topics - Air
Water
Weather
Magnetism
Electricity
Sound
Chemistry
Gases
Metals
Acids
The senses

4. To appreciate the interdependence of all forms of life and their dependence on physical conditions, and to develop a love of beauty of the natural world.
5. To develop healthy social attitudes and the personal acceptance of a moral and legal responsibility for the conservation of our natural heritage.
6. To develop a worthwhile activity for his leisure time.

3.1.6 HOME SCIENCE

AIMS

Because students will be members of homes both as children and adults, and because some will eventually have homes of their own, Home Science is a definite preparation for home making.

The various activities give concrete experiences in the basic skills needed to be a socially mature individual able to live independently as a responsible participating member of the community without being rejected or conspicuous.

They have to develop the skills to provide themselves with food, clothes, shelter, and the understanding necessary for a satisfying personal and family life, as well as the habits and attitudes necessary to be a good worker.

Topics are grouped under the following headings:

1. Food Preparation and Nutrition.
2. Home Management
3. Laundrywork.
4. Health and Safety

1. Food Preparation and Nutrition

(1) to understand the relation of food to health and appearance.

(2) to develop skill in choosing the quantity and quality of food needed.

(3) to be able to store common foods to prevent spoilage.

(4) to develop some ability to plan, prepare and serve simple nutritious meals.

(5) to be aware of the need for andpractice safety in the kitchen.

(6) to practice habits of cleanliness in food preparation and kitchen clean-up.

(7) to develop skill in serving food in an attractive setting.

(8) to be able to eat in such a way that they show consideration for and do not offend others.

2. Home Management

(1) To understand the basic roles and responsibilities of the homemaker -

activities of home care
table setting
washing, wiping dishes, putting away

dusting
sweeping
bedmaking, care of own room
hanging up clothes
care and cleaning of stoves, sinks, bath, basin, refrigerator
mopping
polishing

(2) To know brands and uses of commonly sold cleaning equipment and supplies.

(3) To understand the importance of practicing safety rules to prevent accidents.

3. Laundrywork

(1) To know how to wash, dry, and iron clothes of commonly used fabrics.

(2) To know brands and uses of common laundry aids.

(3) To be able to treat most common stains or recognise when it might be wiser to take the stained garment to the dry cleaners.

4. A. Safety

(i) To be aware of potential dangers in the home, school, and community and methods that may be employed to prevent accidents.

(2) To know common warning signs or products.

4. B. Health

(1) To be aware of and follow the good health rules.

fresh air
exercise
sleep
suitable clothing
keeping clean
a balanced diet
leisure

(2) To know the importance of and practice good grooming and personal care.

(3) To help the child appreciate and use community health services.

3.1.7 INDUSTRIAL ARTS

The broad aim of Industrial Arts is:

- to assist in achieving the aims and objectives of the school in areas of occupational adequacy, personal adequacy and social competence.

The specific aims are:

- to develop skills in using the various tools, machines and devices available.
- to develop good attitudes to and habits of work.
- to develop habits of safety.
- to develop basic skills in home maintenance and car maintenance.
- to develop an understanding of the properties and uses of a variety of materials.
- to develop interests in leisure time activities.
- to develop an appreciation of design, an awareness of spatial relationships and an understanding of detail drawing in individual learning situations.
- to form an accurate assessment of individual abilities for vocational placement purposes.
- to provide an environment in which individuals enjoy working towards individual or group chosen objectives.

3.1.8 SOCIAL STUDIES

"The general aim of the Social Studies syllabus is to contribute to the development of individuals who can operate flexibly, autonomously and responsibly in their changing environment".

Aim quoted in New S.S. Syllabus for P. Schools.

SOCIAL VOCATIONAL COMPETENCE

General Aims To develop - Self realization
Social Competence
Occupational readiness

Specific Aims That each child should -

1. Learn to understand himself and develop independence through a programme that offers opportunities for group interaction and independence.
2. Learn to get along with others i.e. he should develop social competency through numerous social experiences.
3. Learn to become adequate members of a family and to become future homemakers.
4. Learn to become a competent and participating member of the community through a programme emphasising experiences, skills and knowledge in community living.
5. Learn to manage his financial affairs through a programme based on practical maths and knowledge and experience in budgets, methods of buying, etc.
6. Learn to make a living and develop occupational competency through a programme developing correct skills, attitudes and habits needed.

A detailed list of objectives can be gleaned from the check list which follows.

This document is designed to meet the needs of the whole school. There is much in it, then, that is of little relevance to our senior pupils.

The development of social competence is a major preoccupation throughout the school.

The competencies we seek to develop in senior years should be immediately obvious.

3.1.8.1

SOCIAL COMPETENCE CHECK LIST

Name: ____________________
Class: ____________________
Teacher Check: ____________________
Date: ____________________
Teacher Check: ____________________
Date: ____________________

GENERAL AREA	SPECIFIC SKILL	TEACHER CHECK	SPECIAL POINTS FOR ATTENTION
Child's knowledge and abilities in relation to:	Knows and can tell his own name (full name)		
	Can recognise his name		
1.Himself	Knows and can tell how old he is		
	Knows his birthday		
	Can write his birth date		
2.His family and home	Knows the names of the members of his family		
	Can write the names of his parents		
	Knows his address: (a) Name of street		
	(b) Number of house		
	(c) Suburb		
	Knows if his family has a telephone		
	Knows and can tell the telephone number		
	Can write his telephone number		
	Can write own name		
	Can write his address		
Self-help skills	Can put on clothes without assistance		
	Can remove clothes without assistance		
	Can do up: Buttons		
	Hooks & eyes		
	Fasteners		
	Can tie shoes		

	Wears appropriate clothing for (a) occasion (b) weather		
	Can identify and name parts of the body, e.g. knee, ankle, shoulder		
	Can wash hands and face correctly		
	Can clean fingernails		
	Can brush and comb hair		
	Can clean teeth		
	Is well groomed (a) knows use of deodorant (b) can shampoo own hair		
Communicative skills:	Can make requests known to teacher by using simple sentences		
Oral	Knows and can use social courtesies		
	Calls teacher by name		
	Answer questions correctly		
	and, in simple sentences		
	Using telephone correctly: Can answer correctly		
	Can dial a number		
	Can take & relay message		
	Can have a conversation		
	Can use public telephone		
	Can use telephone directory		
	Can send telegram		
	Can dial trunk calls		
	Can dial S.T.D. calls		
	Knows emergency number 000		
	Can give a short account of "news" to the class		
	Knows how and when to apologize		
	Knows how to make an introduction		
	Calls adults by Mr. & Mrs.		

Listening	Can identify sounds of danger with discrimination		
	Can listen to and follow simple instructions		
	Can follow instructions of: (a) step (b) step (c) steps		
Child's knowledge in relation to school environment	Knows the name of the school		
	Knows the names of teachers and other personnel and can tell the responsibility of each		
	Knows the location of specific classrooms, offices, clinic, etc.		
	Knows correct procedure for ordering lunch		
	Knows correct procedure for (a) entering classroom		
	(b) entering assembly hall		
	(c) special functions e.g. dance		
	Knows what to do with something found in the playground		
Child's knowledge in relation to local community	Knows emergency centres e.g. fire, police, hospital		
	Can use local transport to school		
	Can use train and bus timetables		
	Knows various shops e.g. supermarket,butchers		
	Can go shopping		
	Knows public facilities Post Office Comm.Emplcy.Office Local Magistrate Baby Health Centre Recreation facilities Local Council		
	Can complete application forms employment drivers licence income tax social services medical benefits claim bank form		

107

Safety	Knows and can carry out correct procedure for reporting an accident in: (a) the playground		
	(b) in own street or back yard		
	Can cross roads safely at: (a) traffic lights		
	(b) Pedestrian crossing		
	(c) Streets without lights or crossing		
	Can safely get on and off (a) bus		
	(b) train		
	(c) ferry		
	Can recognise traffic words and safety signs: stop-go		
	Walk - Don't walk		
	Wait		
	Danger		
	Caution		
	Keep out		
	Way out - exit		
	poison		
	no entry		
	high voltage		
	Can tell simple safety rules for electricity		
	Can tell simple rules for water safety		
	Can tell what to do if lost knows who could help him		
	Knows and can tell simple rules for medicine - who is responsible for giving medicine		
Occupational Skills	Is punctual		
	Attends regularly		
	Cooperates		

Occupational skills	Cares for equipment		
	Accepts authority		
	Is tidy		
	Works safely		
Knowledge of rights and obligations as employees	Unemployment benefits		
	Sick pay		
	Leave of absence		
	Medical certificates		
	Workers compensation		
	Unions		
	Bonuses		
	Superannuation		
	Voting		

3.1.9 PERSONAL DEVELOPMENT

At Minerva St. Personal Development is an integral part of all programme areas: successful adjustment is the utmost goal. Personal Development is interpreted in its entirety - the overall growth of a person.

So that pupils can develop attitudes, skills and habits to equip them to live happily and successfully, the school endeavours to confront pupils with a wide variety of experiences.

Specific areas of concern are structured to promote development in pupils with a wide variety of abilities and problems. These include:

Biological Development,
Emotional Development,
Sex Education,
Family Living and Personal Relationships,
Social Development, and
Health, Fitness and Safety.

While these areas are covered on a whole school basis situations are also engineered to promote concrete, practical experiences for individuals with specific needs.

Therapeutic programmes are organised within the school and with outside agencies in this area. While Behaviour Modification in the strict sense of the behaviourists is not practised here: programmes are designed and implemented to suit the needs of individuals.

Considerable time is also spent in pupil counselling and discussion with parents. In the senior years this often concerns the establishment of realistic social and employment expectations.

Experience in a wide variety of recreational activities is promoted to increase confidence and the likelihood of enjoyable and worthwhile use of leisure, in addition to social interaction.

School socials, camps and excursions are organised regularly to develop both personal and social skills.

Personal and Social Competence, and the development of worthwhile and acceptable values and attitudes are of paramount importance. Programmes have been, and will continue to be, evolved to develop skills, attitudes and behaviours appropriate to age and situation.

Skills of Personal and Social Competence include: hygiene, fitness, manners, punctuality, work attitudes, dress, safety, money skills, directory skills, interview skills, 'phone skills, etc. Many of these items are incidental learning for pupils in the normal stream, but require analysis and planning for most of our pupils to develop understanding, knowledge and competence therein.

All programmes are designed to be (a) practical and (b) give every pupil the opportunity to reach his/her highest potential. To accomplish success in the area of Personal Development this means constant awareness of the needs of our school population both as a group and as individuals, so that programmes and resources can be adjusted to suit.

3.1.9.1 PERSONAL ADJUSTMENT AND SOCIAL DEVELOPMENT

Name: ______________________
Class: ______________________
Teacher check: ______________
Date: ______________________
Teacher Check: ______________
Date: ______________________

LEVEL 1 - SELF CENTRED

1. **Liking for attention**
Appreciates praise / tries to monopolise teacher / put out if he can't get attention / wants adult interest, but can't put himself forward / suspicious (on the defensive) / unconcerned about approval or disapproval.

2. **Asking for help**
Always finding excuses for engaging teacher / seeks help only when necessary, seldom needs help / too shy to ask / not shy but never comes for help willingly 1 too apathetic to bother /sometimes very forward, sometimes sulky / depends on how he feels.

3. **Answering questions**
Always keen to answer / normally responsive / need prompting / sometimes eager, sometimes doesn't bother / eager except when in one of his moods / gets nervous, blushes, cries when questioned / not shy, but unconcerned.

4. **Ways with other children**
Gets on well with others, generally kind, helpful / shy / sometimes nasty to those outside own set / squabbles makes insulting remarks / selfish / scheming, a spoil sport / hurts by pushing about, hitting / spiteful to weaker children / tells tales, underhand / tries to get others into trouble.

5. **Maturity**
Has commonsense / has a sense of right and wrong / controls own actions / socially responsible / behaviour inappropriate for age / does not know correct behaviour in social situations / known appropriate behaviour but will not exhibit.

6. Group Activities

Likes sitting-down games (ludo, draughts, etc. / good loser / honest / is too restless / cunning, dishonest / bad loser / non competitive

7. Free Activity

Can usually amuse himself, works patiently at models etc. / does not know what to do with himself / can never stick at anything long / sometimes lacks interest.

Activities

1.

2.

3.

LEVEL 2 - OTHER CENTRED

1. Helping teacher

Always willing / very anxious to help / offers except when in a bad mood / never offers but pleased if asked / has no wish to volunteer / refuses to help.

2. Team Games.

Leader / fits in well with team / makes a fuss when game goes against him / plays for himself only, cheats, fouls / accepts less wanted position.

3. Companionship

Good mixer / associates only with one other child and mostly ignores the rest / distant, shuns others, wanders off alone / can never keep a friend / overanxious to be with the gang / easily led / likes to be the centre of attention / mostly on bad terms with others / unable to develop friendships / prefers to be alone.

4. Attitude of other children

Accepted in both 1 to 1 and group situations / liked / disliked, shunned / on the fringe, somewhat of an outsider / associates mostly with unsettled types / gets cheated, fooled / ridiculed by others / feared by others.

LEVEL 3 - SOCIAL CONTRIBUTOR

1. Team Games
   Plays steadily and keenly with great energy / eager to play but loses interest / inclined to fool around / dreamy, uninterested / always sluggish, lethargic / sometimes alert, sometimes leghargic.

2. Cooperation
   Cooperates without adult encouragement / cooperates well, above average / waits his turn, average for age and grade / frequently demands spotlight, often speaks out of turn / continually disruptive.

3. Response to Greeting
   Usually friendly / can be surly or suspicious / mumbles shyly, awkardly / does not answer / answers politely.

4. Understanding of outcome of actions
   Sense of right and wrong / controls own actions / demonstrates proper behaviour / poor understanding of consequences of actions / no understanding of consequence of action / sensitivity to feelings and needs of others.

LEVEL 4 - INDEPENDENCE

1. Ability to cope with new situations (e.g. trips, changes in routine, etc.)
   Excellent adaption, utilizing initiative and independence / adapts easily and quickly with self confidence / adapts adequately for age and group / often overreacts, disturbed by new situation / becomes extremely excitable, totally lacking in self control.

2. Acceptance of responsibility
   Seeks responsibility, almost always takes on initiative with enthusiasm / can complete task and initiate new activity / enjoys responsibility, frequently volunteers / accepts responsibility, adequate for age and grade / avoids responsibility / limited acceptance of role for age, rejects responsibility, never initiative, activities.

3. Ability to organise

Always completes assignments in a highly organised and meticulous manner / above average ability to organise and complete work, consistent / maintains average organisations of work / ofter disorganised in manner of working, inexact / is highly disorganised, slovenly.

4. Completion of Assignments

Always completes assignments without supervision / above average ability to complete assignments / average ability to follow through on assignments / seldom finishes, even with guidance / never finishes, even with guidance.

5. Independent in work situations

Can go to outside employment and work with minimum supervision / can go to outside employment needs some supervision / can go to outside employment needs constant supervision / needs help to travel to work / needs to work in sheltered environment.

3.1.10 VOCATIONAL EDUCATION

Under this general heading we include programs that can be considered to be the more specific side of the students Vocational Development.

1. Vocational Assessment

The vocational assessment procedure includes:

(1) Continued progressive assessment of each child as he moves through the school to provide a basis for occupational programming.

(2) Specific assessment at approximately 14 years of age involving:

   (a) Vocational guidance visit to the school to carry out individual testing
   (b) Accumulated psychological tests.
   (c) Accumulated school assessment.
   (d) Time and Motion Study assessments such as the MODAPS 'Workability' system.
   (e) A team approach review of the child's ability incorporating support personnel, i.e. occupational therapists, social worker, where necessary.

2. Vocational Counselling

The importance of consultation with the parents and pupils at all stages in the pupils developing vocational maturity is a vital part of the program. This is presently being done by frequent parent/teacher interviews, specific parent/vocational counsellor interviews and informal teacher/pupil discussion. Aims can be stated as:

a) to provide parents with an understanding of their child's ability and aspirations in relation to occupations.
b) to inform parents of any matters related to occupations such as prospects, methods of training, etc.
c) to provide guidance to pupils.
d) to help students achieve a greater understanding of themselves and their vocational potential

3. Career Education

Experience has found that the major problems that young people with low academic ability have in making a fluid transition from school to the work force are:

a) they enter work which is not suited to their abilities or interests.
b) they are unable to solve everyday problems which confront them in this new environment.
c) they have difficulty in communicating to others.
d) they often enter work which is boring and as such need interests after work to maintain a level of satisfaction with their lives.
e) they are often slower to learn and as such need other attributes such as punctuality, diligence, etc., to maintain their jobs.
f) they are unaware of the help that can be provided from organised services within the community to help them overcome their problems.
g) they often do not present well in interviews and have difficulty with application forms.
h) they are most susceptible to the rapid changes occuring in our society.

The programme aims to ease these problems by providing the following units within the total programme.

a) self awareness
b) an awareness of the place of work in our society and the importance of making a sound choice of work.
c) skills in decision making,problem solving and communication.
d) how to choose a job
e) how to get a job
f) how to succeed in the job
g) a changing society

In broad terms the programme is divided into three sections.

SECTION ONE

Students should have an understanding of their own abilities and interests. They should be able to go for an interview, fill in an application form and have a broad understanding of the place of work in their future. They should be able to approach a problem in suitable way.

SECTION TWO

Students will look more closely at their own abilities, the types of work which is suitable to them and which they may like. They will be encouraged to look more closely at their future and learn how to make decisions which may effect their lives. They will carry out a survey of jobs and report back to the class. They will learn how to get a job and overcome associated problems.

SECTION THREE

Students will be made more aware of the requirements of the workforce and of how to overcome problems that they will face in adjusting to post-school life. They will be shown that work is only part of the total life of a person and that satisfaction in life is a very individual thing.

4. Work Experience Programmes

The school work experience programme will consist of seven areas.

(1) Work Stations

Selected pupils work for one full day per week in the school grounds assisting in an adult activity. Pupils assist in the School Canteen, work with the Clerical Assistant, etc.

(2) Simulated Work Situations at School.

Students work in simulated work situations in the school, ranging from craft production lines to actual simulated factory situations in the industrial arts room.

(3) Sheltered Workshop.

Pupils assessed as most suitably placed at the Sheltered Workshop attend one, two of three full days per week to learn skills, attitudes and good work habits. Liaison with this centre is needed so that counselling and a greater use of their facilities can be developed.

5. Outside Work Experience

Selected pupils work one full day per week in industry and shops. The aims are:

(1) Provision of a setting in which the child can meet the full range of social demands inherent in the work situation.
(2) Provision of a work situation in which the effects of failure can be controlled and utilised constructively.
(3) Acquisition of habits of industry through actual vocational experiences.
(4) Exploratory or try-out experiences for determining interests and attitudes.
(5) Guidance in the selection of a suitable vocation.
(6) Training for specific occupations in keeping with individual abilities and desires.
(7) Development of the appreciation of the need for fundamental academic preparation.

This programme has reached a high level of success with pupils who have already acquired the social, physical, emotional and work skills necessary for them to cope with the situation and gain from the wider aims.

3.1.10.1

VOCATIONAL ASSESSMENT

MINERVA STREET S.S.P.

1. Never
2. Sometimes
3. Always

VT Vital skill absent or insufficiently developed but capable of development, intensive training required

NA Not applicable

N.B. Make General Comments Only if necessary

A. GENERAL WORK PERFORMANCE	1	2	3	VT	NA
1. Is motivated to work					
2. Works consistently					
3. Monitors own performance					
4. Organises own work area					
5. Cares for tools, equipment, etc.					
6. Work unsupervised					
7. Makes decisions independently					

GENERAL COMMENTS

B. WORK QUALITY	1	2	3	VT	NA
1. Works accurately					
2. Discovers own errors					
3. Overcomes own errors					
4. Expresses interest in product &/or completed job					
5. Strives for neatness and orderliness					

GENERAL COMMENTS.

C. WORK QUANTITY	1	2	3	VT	NA
1. Achieves speeds comparable with workmates					
2. Expresses interest in own productivity & output					
3. Seeks alternatives when job complete					
4. Seeks means to increase output					

GENERAL COMMENTS

D. TIME KEEPING

	1	2	3	VT	NA
1. Arrives on time in morning					
2. Returns promptly after breaks					
3. Works full week					
4. Has reasonable cause for absent days					
5. Works right up to finishing time					

GENERAL COMMENTS

E. JOB COMPREHENSION:

	1	2	3	VT	NA
1. Displays retentive capacity					
2. Displays recall capacity					
3. Adheres to instructions after one telling					

4. Comprehends & acts upon verbal instructions ....
5. Comprehends & acts upon job demonstrations
6. Comprehends & acts upon written instructions ....

GENERAL COMMENTS:

F. WORK TOLERANCE

	1	2	3	VT	NA
1. Copes with work pressure					
2. Copes with own mistakes/failures					
3. Copes with instructive criticism					
4. Copes with distractions					
5. Copes with frustrating incidences					
6. Adapts easily to new processes					

GENERAL COMMENTS:

G. WORK INTERPERSONAL SKILLS:	1	2	3	VT	NA
1. Honest					
2. Friendly and agreeable					
3. Polite and considerate of others					
4. Communicates with others					
5. Reasonably competitive					
6. Socially mature (compared with workmates					
7. Relates appropriately to peers					
8. Relates appropriately to supervisors					
9. Works well in team					
10. Works well alone					

GENERAL COMMENTS:

H. APPEARANCE	1	2	3	VT	NA
1. Neat and tidy					
2. Clean					
3. Cares for clothes					

GENERAL COMMENTS

I. **COMMUNICATION:**	1	2	3	VT	NA
1. Speaks clearly					
2. Speaks sensibly					
3. Maintains appropriate stance, expression, etc..............................					
4. Uses telephone appropriately					

GENERAL COMMENTS:

____

____

____

J. **JOB INTERVIEW SKILLS:**	1	2	3	VT	NA
1. Acts appropriately in interview					
2. Can describe previous experience					
3. Can outline job interests/goals					
4. Presents as motivated to work					
5. Asks appropriate questions					
6. Can complete Application Forms					

GENERAL COMMENTS:

____

____

____

K. **MOBILITY**	1	2	3	VT	NA
1. Can travel by bus					
2. Can travel by train					
3. Observes pedestrian road rules					
4. Understands timetables					

GENERAL COMMENTS:

____

____

L. PHYSIOLOGICAL FACTORS:

	1	2	3	VT	NA
1. Well co-ordinated (i.e. not clumsy)					
2. Uses tools adroitly					
3. Copes with physical demands of work (i.e. stamina)					
4. Displays sufficient general dexterity					

GENERAL COMMENTS:

____

____

____

M. MATHEMATICAL SKILLS

1. Can count to	100	1,000	10,000	
2. Can count by scoring	10s	100s	1,000s	
3. Time	Can tell Yes/no	Records Digital	Calculates Periods	
4. Weight	Gms	kgs	Record	Read Scales
5. Linear Measure	Non-standard units	metres	mm	Record
6. Money	Records	Calculates	Change	
7. Can use calculator	Yes	No		

N. Reading

1. Reading ages - Word Recognition ____________________

Comprehension ____________________

2. Spelling ______________________________

3. Able to read written instructions ____________________

Teacher/Supervisor Record

Date	Name	Colour Code	Date	Name	Colour Code

CAREERS RECORD AND ASSESSMENT MINERVA STREET S.S.P.

Family Name Given Names Date of Birth

Address:

Phone No:

Stated Job Interests:

Personal Information & General Comments
(From Counsellor, H.Ec., Industrial Arts, Tech. College, etc.)

Disabilities (e.g. Sight, Hearing, Physical Abnormalities)

Occupational Therapy Report:

Specific Programmes (Type & dates)

Summary of Work Experience:

Date left School / /	Employment Source:
Destination:	

Name: ____________________

V.G.B.

Test Date / /		Bureau:
	Rating	Comments
Reasoning		
Detail		
Spatial		
Manipulation		
Employable		
JOB ASSESSMENT RECORD		
General Work Performance		
Work Quality		
Work Quantity		
Time Keeping		
Job Comprehension		
Work Tolerance		
Work Interpersonal Skills		
Appearance		
Communication		
Job Interview Skills		
Mobility		
Physiological Factors		
Maths		
Reading		

Summary of Career Discussions - (Student & Parents)

(Please PRINT name, position and date)

3.1.11 EVALUATION OF THE OCCUPATIONAL THERAPY PROGRAMME AT MINERVA STREET PUBLIC SCHOOL

1977

During 1977 the Occupational Therapy Programme was conducted each Wednesday with a group of six senior students in the Manual Arts Room.

The Work Experience programme was altered to Tuesdays in 1977, thus some clients attended both work experience and occupational therapy programmes. The classes at Gymea Technical College were held on Wednesdays; that is, no clients could participate in both Technical College and Occupational Therapy.

In December 1976 the Pottery Room was cleaned out by the occupational therapy group and with Mrs. Lamb's sanction, it was used for morning tea, lunch and informal discussion groups. This arrangement had to cease in September due to the misuse of the kiln by one of our group. This was unfortunate as we all benefitted by the feeling of "belonging" in the Pottery room. A small section of the Manual Arts Room was screened off for the use of the therapist in October,and in December a desk was acquired.

The broad aims of the programme were the same as in 1976, viz. to prepare the clients for employment and independent living. These aims were achieved through physical fitness activities, opportunities to gain manipulative skills through the use of therapeutic/assessment gear, commercial packaging, gardening, discussion groups, job interviews, field visits, job try-outs, social outings and leisure activities.

In answer to a question, Beryl Scott from Granville Work Preparation Centre stated the one quality for success she seeks in clients is self-direction. Mrs. Jesson from Civic Industries likes her clients to be able to take criticism.

With these two aims uppermost, the production and marketing of saleable goods was commenced in Term 2. There were three areas of production:

1. Copper jewellery with specialised instruction from Dorothy Brown, a skilled silversmith, who came for ten weeks each Wednesday morning.
2. Noughts and crosses boards.
3. Tiled garden pots. A tiler gave us one afternoon's instruction on the best, most economical way of producing a saleable article.

All clients participated in all three areas.

The copper jewellery was sold at the School Fete, the South Side Art and Craft Exhibition and the Yowie Bay School Art and Crafts Exhibition.

The noughts and crosses boards were sold at the School Fete and to the Cronulla and Sutherland Sports and Toy Stores.

The tiled garden pots were placed on sale for us at Scott's Florist in Sutherland.

The money from the sale of these articles defrayed the expense of conducting the occupational therapy programme; that is paid for morning teas, field visits, lunches and rewards for gaining 500 points.

These points are awarded each week on.

i. aspects of behaviour
ii. work output

It is geared so that each client is capable of gaining 500 points within one term.

The therapist worked 10 hours a week during school terms; five hours per week were devoted to the group situation, and the remaining five hours per week were spent in:

1. A separate physical fitness programme conducted during first term with the direct aim of increasing physical fitness, using the principle of overload and the indirect aim of increasing motivation in general.
   See detailed report attached.
2. Individual assessment of clients and pupils from other classes in the school.
3. Interview with teachers and parents re clients, the latter being extremely time consuming if it is to be of any worthwhile benefit.
4. Visiting outside organisations to
   i. make the clients more employable.
   ii. update the programme.
5. Obtaining and checking out job tryouts.
6. Preparing the occupational therapy programme and writing up records.
7. Follow-up of ex-students, viz. Kelvin Vince, Susan Ainley.

It should be noted that a programme such as this cannot remain static - working conditions change continually and skills needed vary, so the therapist must remain alert to changing employment conditions.

Eight clients passed through the one day per week programme in 1977. Of these

2 spent 38 days in the programme
1 spent 34 days in the programme
1 spent 31 days in the programme
1 spent 28 days in the programme
1 spent 21 days in the programme
1 spent 18 days in the programme
1 spent 16 days in the programme

Individual Clients in 1977

Name	Days Spent in Programme	Points Scored	Proceeded to
David	38	1,258	Work experience
Raymond	38	1,488	Dept. of Youth etc. Affairs
Glenn	34	1,166	Job tryout
Maria	31	1,136	Left school
Stephen	28	949	Gymea Technical College
Norman	21	802	Gymea Technical College
Chris	18	500	Work experience
Bradley	16	500	Work experience

David, Raymond and Glenn spent one full year in the programme.

Raymond, Maria, Stephen, Norman, Chris and Bradley were simultaneously participating in the work experience programme.

David and Glenn had job tryouts at Scott's Florist and Lake's Furniture.

Clients in order of employability according to personnel officer at David Jones:

Chris - in category well above the others
David, Bradley - on a par
Raymond - unacceptable

Glenn did not attend and the others had left the programme

Visits were made by the group to

St. George Hospital - laundry, kitchens, sterilising section
Sutherland Hospital - casualty department, ambulance station
Argyle Arts Centre
Gymea Technical College
General Motors Holden, Pagewood
David Jones Ltd. - job interview with Personnel Officer
David Jones Men's Wear Store - Receiving dock, distribution, packaging sections
Cronulla Sports and Toy Store
Scott's Florist
Southside Art & Crafts Exhibition
Different types of restaurants

The boys attended the Sutherland Police Boys' Club for about 1½ hours on 22 Wednesdays during the year, where Constables Jones and Davis joined them in basketball, weight lifting, boxing and touch football. Maria Severino joined the jazz ballet class until it moved to Jannali.

A beauty consultant visited our group and instructed the girls in applying their own make-up.

During the year the following were invited to morning tea:

Mr. Browncom
Mrs. Treneman
Mrs. Wirth
Constables Jones and Davis
Miss Lopez
Mrs. Nutt
Mrs. Robb
Mrs. Johnson
Miss McCorquodale

Helen Bryan, an ex-student of Outward Bound, visited our group and two clients went for an outward bound type weekend, conducted by the friends and ex-students of the Outward Bound Association.

FIRST TERM

All clients attended First Aid lectures and demonstrations conducted by Heather Robb from St. John Ambulance Brigade, on Wednesday afternoons. On April 18, 1977, 14 students from Minerva Street were examined by Margaret Hudson and all gained their preliminary certificate.

Telford Camp. The therapist attended the school camp at Telford on March 9, 1977, and conducted a session of "Fun Games". Thirty-two girls and boys started and were kept "on the move" continuously; participation was voluntary - ten finished 1½ hours later. After lunch a couple of short games were played and painting each other with watercolours.

The games most enjoyed were:

egg throwing
games with large Bobath ball
Ned Kelly 123
clumps

from "New Games" published by Department of Youth, Sport and Recreation, Melbourne.

INDIVIDUAL ASSESSMENT

All clients participating in the programme are assessed for:

i. physical tolerance
ii. lifting of industrially prescribed weights
iii. general mobility
iv. manipulative skills
v. grip

An evaluation of "Work ability with Modapts" was given to Gary Roberts on February 22, 1977.

Detailed occupational therapy vocational assessments were performed on two clients, viz. Stephen and David.

Detailed physical assessments were carried out on Gabrielle and Paul.

Assessment of unilateral and bilateral manipulative skills and hand-eye co-ordination were performed on four children from Year 3.

Jessie Robb, who until recently was occupational therapist in charge at Mt. Wilga Rehabilitation Centre, spent the day observing the programme on October 19, 1977, and suggested a more physically oriented vocational assessment than the one devised. I have felt during my time at Minerva Street that the physical problems were slight compared with the intellectual and emotional/behaviourat problems encountered by our students.

I invite views from the staff on what they require in the area of assessment from an occupational therapist.

PROFESSIONAL COMMUNICATION WITH THE SCHOOL AND WITHOUT

Finding suitable times for this continues to be a problem. I prefer not to interrupt the Wednesday programme, so would rather come to the school on Tuesday afternoon or Thursday. Unfortunately, I cannot attend the Friday staff meetings due to my commitment at Bates Drive.

A compromise is for me to read the notes from the staff meetings, then make any necessary comments to the personnel involved.

Communication with community centres, local doctors and parents often has to be arranged at odd times and might require several telephone calls. This can be enormously time consuming and extremely frustrating; e.g. Maria - many hours were spend by the therapist on her behalf and nothing was achieved! And yet if multi-disciplinary approach and community involvement are encouraged, these facilities must work co-operatively for the good of the individual.

Raymond was taken to the Sylvania Dental Clinic on three occasions. It is interesting to note he had not attended the dentist in his 15 years.

In order to improve the employability of the clients and the content of the programme, visits have been made to:

Prince of Wales Hospital
Counsellor for WHOS (Drug group)
In-service course on Orienteering
In-service course on Preparation for Adult Life
New Games Tournament
Camperdown Rehabilitation Centre
Centre Industries, Allambie Heights
St. George Hospital
Gladesville Hospital
Dr. Murray Lloyd "Keep Fit and enjoy yourself" -
Health Commission.

FOLLOW-UP OF EX-STUDENTS

Some interesting points were raised at a meeting of the employer, fellow workers and parents of one of our ex-students, Kelvin:

1. The person responsible for Kelvin would have appreciated some guidelines on employing "slow learners".
2. Regular discussion on management would be helpful.

Susan continued to make contact and obviously felt she needed support. Her employers are helpful and compassionate but clearly appreciate any communication from me.

These extra duties cannot be accomplished in the time allotted and yet if not performed at all, the result could be a negation of all the original work done with these students.

When writing an evaluation, it would give satisfaction to quote achievements. This cannot be done objectively and when summarising the year's work one does ponder on what has been achieved.

Could better use be made of the therapist's time?

Would it be more beneficial to treat the youngest children rather than the older ones?

The Staff's views on these questions would be welcome.

In conclusion, I would like to thank the Principal and Staff of Minerva Street School for their co-operation and encouragement, which enabled the programme to be conducted in its present manner.

L. Lennox,
Occupational Therapist

3.1.11.1 PHYSICAL FITNESS PROGRAMME

conducted with volunteers from Years 9 and 10 -

Minerva Street School Term 1 1977

The aim of the programme was to increase physical fitness using the principle of overload.

Prior to commencing the programme the therapist had visited Perc Russo at the Cumberland College of Health Sciences and discussed the theory, Perc remarking that putting it into practice would be my problem!

2.2.77 Called for volunteers and received:

Greg
Colin
Mark
Bruce

Co-opted - Norman
Glenn

The group was given an explanation of the programme and permission notes were sent home. Only one parent responded re a meeting of parents; the explanations to her were conducted on the telephone

7.2.77 Sister Nannette Stevenson came to the school to demonstrate and give the boys practice in taking pulse rates. They did not master this with sufficient accuracy.

Bruce Morton had to withdraw due to a broken arm.

8.2.77 The group was examined by a specialist physician, Dr. George Stathers. They were given a vitalogram and placed on the exercise bicycle - the k.p.m.'s and pulse rates being recorded.

9.2.77 Physical endurance test administered by the therapist. Boys were weighed and measured.

10.2.77 Chest and chest expansion measured. Exercise programme commenced - running, riding exercise bicycle, weight lifting.

11.2.77 Medicine balls. Continuous cricket.

14.2.77 Continuous cricket

15.2.77 Exercise bicycle

16.2.77 Rotating stations - running short course, medicine balls, push-ups.

17.2.77 Running, walking, running; tried skipping not successful as the boys could not do it, and consequently did not want to persevere.

17.2.77 (contd) Took the group to lunch at McDonald's to discuss the activities they liked best in order to put in the required effort.

It was decided:
Monday - running
Tuesday - exercise bicycle
Wednesday - rotating stations
Thursday - bicycle riding on track
Friday - running

21.2.77 Week 3 commenced.

Fitness cards issued. Details of each clients' achievements were carefully recorded with a view to the formation of graphs, which were kept on:

i. exercise bicycle
ii. running
iii. bicycle riding on track

Week 4. Rotating stations replaced by basketball at the Police Boys' Club.

Week 5. Boys at Telford Camp.

Week 6 - 9, then Easter

Weeks 10 - 12, then retesting by Dr. Stathers.

Mark Edwards was the only client to show noticeable improvement.

Summary

Overall the programme was not successful. It was difficult to motivate the clients to exert the extra effort required to raise their pulse rates in order to gain by the effect of overload. Mondays were often disastrous - everyone being slow and lethargic. The teaching staff felt the time missed in formal school work was not worth the dubious benefits.

It was necessary for the therapist to attend the school on five days a week instead of her allocated two days, meaning that time had to be made up at Bates Drive. This would have been acceptable if the programme has been successful or at least enjoyable - but it was not!

Conclusion

In accordance with Marc Gold's Try Another Way, the therapist visited Dr. Murray Lloyd, who advocates Be Fit and Enjoy Yourself. He thinks an exercise bike is the most efficient way to get fit and supplied the therapist with a cassette, so the bike can be pedalled to increasing tempos of music. I intend to pursue this possibility in 1978.

3.1.11.2 FUND STATEMENT - OCCUPATIONAL THERAPY 1977

The following amounts were paid in to the work experience fund by the occupational therapy group:

24.8.77	Profit from Fete	30.00
9.11.77	Sale of Jewellery - Yowie Bay Fete	45.80
	Noughts & Crosses Boards	12.00
30.11.77	O.T. Share of payment for pamphlets from Caringbah Hardware	20.50
		$108.30

PAYMENTS			RECEIPTS		
17. 2.77	Lunch	12.00			
24. 3.77	Lunch	12.00			
5. 5.77	Lunch	20.00	4. 5.77	Packaging	20.00
	Rewards	18.00	Term 2	Scott's Florist	45.00
22. 6.77	Excursion	12.00			
	Goods	5.00			
3. 8.77	Lunch	8.00			
	Rewards	18.00			
16. 8.77	Flowers	5.00	23. 8.77	Scott's Florist	4.00
24. 8.77	Lunch	4.35	24. 8.77	Noughts & Crosses Boards	8.00
	Morning Tea, Terms 1 & 2	24.76			
	Toothpaste and Brush	.95			
13. 9.77	Flowers	5.00	Term 3	Scott's Florist	20.00
20. 9.77	Seedlings	.40		Jewellery sales	28.50
	Dowelling	1.94		Noughts & Crosses Boards	12.00
	Refreshments	4.35			
5.10.77	Pen	.50		Pots	10.00
	Dowelling	1.44			
12.10.77	Excursion	14.94			
30.11.77	Lunch	18.48			
14.12.77	Rewards	24.00	15.12.77	Cheque from work experience fund	100.00
	Morning tea, Term 3	24.76			
15.12.77	Reward and morning tea	11.63			
		$247.50			$247.50

3.1.11.3 OCCUPATIONAL THERAPY - PHYSICAL ASSESSMENT

Name: Paul
Date of Birth: 24.9.67
Address:
Telephone:
Medication: Nil (as far as is known without contacting parents)
Any apparent physical disability: Nil
Posture: Good
Communication: Good

Gross Motor Movements -

- Walking: Normal
- Running: Normal
- Jumping with two feet together: Feet not together, i.e. lack of bilateral co-ordination.
- Hopping: Can hop on right foot 5 yards
  Can hop on left foot 2-3 yards
- Skipping: Very poor
- Rolling: Very poor
- Balance: Prefers to stand on left foot; capable of balancing on either left or right
- Lifting weights - one hand:)
  - two hands)
- Carrying weights - one hand:)
  - two hands:)
- Bending:)
- Rotating:)
  No abnormal movements evident
- Physical tolerance test: Good

Grip - hand dynamometer

- Pincer right hand:
  left hand:
  Fair (lowered performance due to
- Whole hand - right:
  left:
  Fair (poor co-contraction and/or (significance of test not (fully realised

Manipulative Skills: Dominant right hand

Unilateral requiring pincer grip and eye hand co-ordination: Fair
bilateral hand co-ordination: Fair
wrist rotation: Normal

As the assessment proceeded it was apparent Paul's difficulty is planning a motor act, as opposed to executing a motor act already planned.

Clinical observations for sensory integrative dysfunction were administered and this diagnosis confirmed.

It is my opinion Paul's motor and manipulative problems are not proportionate to his intelligence. I found his comprehension very good and his execution of a task such as "get the sports cupboard key, go down and get a ball, lock the cupboard, return the key and bring back the ball to me", excellent.

Treatment: Paul should respond to a course of sensory integrative therapy as advocated by Ayres[1].

Gabrielle

On physical examination displayed a left sided paresis.

Treatment should be aimed at building up muscle power and balance and encouraging normal movements.

---

[1] The Reader should refer to a critical analysis of the Ayres therapy by Sandra Bochner; "Ayres Sensory integration and learning disorders: A question of theory and practice", The Australian Journal of Mental Retardation, 1978, 5, (2), 41-45.

3.1.11.4 OCCUPATIONAL THERAPY VOCATIONAL ASSESSMENT

Example

Name Stephen Date of Birth 15.9.1960

Address:

Telephone:

Medication which could effect working ability Nil

Physical:

Any apparent physical disability: Stephen has slurred speech, some muscle imbalance & hearing loss due to encephalitis in childhood. He overcomes these disabilities and in general mobility performs as well as most clients.

	very poor	poor	fair	good	very good
Physical tolerance test			✓		
Ability to lift industrially prescribed weights				✓	
Mobility				✓	
Manipulative skill				✓	
Reaction time			✓		

Comments:

Independence:

Toileting and dressing				✓	
Use of public transport				✓	
Use of public telephone				✓	
Use of telephone directory			✓		
Use of train time-table	✓				
Ability to read listed survival words				✓	
Ability to work unsupervised			✓		
Realism (this incorporates safety consciousness)			✓		
Co-operation				✓	
Concentration				✓	
Perserverance				✓	
Motivation				✓	
Comprehension of verbal instructions				✓	
Ability to carry out verbal inctructions			✓		
comprehension of demonstrated instructions				✓	

	very poor	poor	fair	good	very good
Ability to carry out demonstrated instructions				✓	
Reading comprehension		✓			
Comprehension of written instructions		✓			
Ability to carry out written instructions		✓			
Time - general concepts				✓	
- time telling				✓	
- use of calendar				✓	
- computing time				✓	
Money - coin names and values				✓	
- computing money values			✓		
Writing - filling in application form			✓		
- copying text			✓		
Ability to communicate			✓		
Number concepts - add				✓	
- subtract				✓	
- multiply			✓		
- divide				✓	
- measure				✓	
- compute			✓		

Any specific recommendations:

from - client

- parents - requested referral to C'down medical vocational rehabilitation centre for Jan. 1978.
- therapist

3.1.12 TECHNICAL EDUCATION PROGRAMME

A course at Gymea Technical College has been commenced for students from Minerva St. school.

The course operates each Wednesday from 8.00 a.m. to 5.00 p.m. for 12 boys from the school whose ages ranged (at the commencement of the course) from 14.4 to 16.6 years of age. The I.Q. range of the students was from 55 to 80. Technical college teachers are made available to take the boys for the full day for three, twelve week terms.

The course is divided into three basic sections:

Term One - Sheetmetalwork

Term Two - Automotive

Term Three - Panelbeating

The structure of the course is such as to provide not only valuable employment skills and social development but also valuable recreational and utilitarian skills (i.e. car maintenance).

The aims of the programme are to:

(a) Develop valuable technical skills which can be best taught at a Technical College.

(b) Extend the students occupational competency.

(c) Extend the students self-awareness and confidence.

(d) Provide an avenue for the student to participate in a normal community activity.

(e) Provide a practical means of assessing the students' vocational abilities and to provide suitable counselling as a result.

(f) Provide a practical means of extending abilities in the basic subjects.

HISTORY OF THE COURSE'S DEVELOPMENT

At the conclusion of a research project funded by the Schools Commission entitled the Vocational Preparation and Placement of the Mildly Intellectually Handicapped, Mr. Roberts a teacher at the school, prepared a report which suggested amongst other things the development of a course at the Technical College. As a result in 1975, a further submission was made on behalf of the school to expand the vocational programme at the school.

This submission included a proposed course at the Gymea Technical College which was discussed between the then Principal of the School, Mr. P. Lee, the then Deputy Principal, Mr. H. Ord, the industrial arts teacher, Mr. G. Roberts and the then Principal of the Gymea Technical College, Mr. Harris. A submission was made to the courses committee of the Department of Technical Education.

In 1976, a grant of $17,000 was made to the school to be spent in two areas.

1) The development of the course at the College.
2) The release of a teacher to develop programmes, follow up students and carry out research.

The new Principal of the school, Mr. G. Searl, the new Principal of the Technical College, Mr. A. Shulstead, discussed the proposed course and following representations by Mr. Shulstead to officials of the Department of Technical Education, funding was provided by that Department for the use of technical teachers for the project. This allowed funds allocated by the Schools Commission to the project to be used for the purchase of materials and equipment required by the students. Overalls and Safety Boots were also provided from these funds.

The students commenced the course on Wednesday, 16th February, 1977, under the instruction of Mr. Tupper.

The boys are following the prescribed practical courses in oxy and electric welding. Emphasis is being placed on safety and correct practical procedures. There is no theory, trade mathematics or drawing being done at this stage.

Associated lessons are organised at school to bring out the students knowledge and to provide a relevant mathematical programme.

RESULTS SO FAR

After only four weeks on objective evaluation is impossible, however, based on the overwhelming enthusiasm of all 12 of the students to the course, and from the reports of the technical college teacher the course has been an immediate success.

A number of parents have expressed pleasure with the course and the opportunity that it is providing for the students.

A video-tape of the students has been made so that other schools can be made aware of the nature of the work being done.

In general terms the students results have ranged from 'extremely competent' to 'having difficulties'. However, the enthusiasm of all the students does not reflect any feelings of failure amongst any of the students to this stage.

GYMEA TECHNICAL COLLEGE

3.1.12.1

COURSE: Workshop Experience for Mildly Intellectually Handicapped Students from Minerva St. Public School

TERM I

SUBJECT: WELDING: 8 hrs. per week
(4 hrs oxy-acetylene, 4 hrs. electric arc)

TEACHERS: Weeks 1 - 4 Mike Tupper
Weeks 5 - 12 Jim Heather

GENERAL OBJECTIVES OF COURSE: To give these students knowledge of general workshop practices and to instruct and develop their skills in basic welding procedures.

To determine their chances of gaining employment in semi-skilled welding jobs.

SPECIFIC OBJECTIVES

To provide instruction, demonstration and practice in aspects of electric arc welding, flame cutting and fabrication techniques in order that students may be able to:

1. Manual metal arc weld mild steel from 3mm thickness to 10mm thickness in
   (a) butt, plug, slot and lap welds in the flat position.
   (b) fillet weld in the flat, horizontal/vertical, vertical and overhead positions; and
   (c) fillet weld sections to plate in all positions.

2. Apply manual and machine flame cutting techniques using both oxy-acetylene and oxy-liquefied petroleum gas equipment.
3. Mark, cut, assemble and weld simple mild steel fabrications.
4. Apply Australian Standards Association codes and standards to the workshop situation.

ASSESSMENT

Regular assessment of the practical work undertaken and comments of progress will be recorded.

PROGRAMME ATTEMPTED

WEEK 1 Rules of the workshop. General workshop safety, introduction to equipment including "how it works", practical demonstration on how to set up oxy-acetylene welding equipment, safety precautions necessary and dangers involved in abuse or neglect of both oxy and electric equipment. Attention brought to safety signs displayed in workshop and their reasons fully explained. Demonstration given on lighting and adjusting welding flame and how to run beads of weld across a plate with both oxy and arc equipment. Students then attempted these tasks themselves.

WEEK 2 OXY-ACETYLENE: Running beads across 1.5mm plates with and without filler wire.
Downhand butt welding of 1.5mm plates.
ELECTRIC ARC: Running beads across 6mm plate.
Downhand (flat position) pad welds (building up the surface of a plate in preparation for machining).

WEEK 3 OXY-ACETYLENE: 1.5mm plate. downhand but weld concentrating on weld penetration outside corner welds without filler wire.
ELECTRIC ARC: Horizontal pad welds to 6mm plates in a semi-vertical position with concentration on cleanliness of finished work.

WEEK 4 OXY-ACETYLENE: Downhand fillet welds on 1.5mm plates.
ELECTRIC ARC: Downhand fillet welds on 9mm plates (single run).

WEEK 5 OXY-ACETYLENE: Fabricating tubular section from 1.5mm plates.
Outside corner welds and downhand fillet welds.
ELECTRIC ARC: 3 run 2 layer downhand fillet welds on 9mm plates, break and inspect.

WEEK 6 OXY-ACETYLENE: Bronze welding to 1.5mm
Galvanised plates (butts and fillets)
ELECTRIC ARC: 3 run 2 layer downhand fillet welds.

WEEK 7 OXY-ACETYLENE: Butt welds on 2.5mm and 50mm diameter pipe. "V" joint preparation to heavier pipes done on pedestal grinder.

ELECTRIC ARC: Outside corner welds on 9mm plates (full radius).

WEEK 8 OXY-ACETYLENE: Butt welds and "T" branch preparation and welding to 2.5mm diameter pipes.

ELECTRIC ARC: Downhand fillet welds to 1.5mm, 3mm, and 6mm plates.

WEEK 9 OXY-ACETYLENE: Fabricating branch sections to pipes and base plates to pipe.

Demonstration of cast-iron fusion welding and bronze welding of cast-iron.

ELECTRIC ARC: Single run vertical up weld on 9mm plates.

WEEK 10 OXY-ACETYLENE: Fabrication of small jobs of students own choice using both fusion process and bronze welding. Some hints given on welding as an art form.

ELECTRIC ARC: 2 run, 2 layer vertical up welds on 9mm plates.

WEEK 11 OXY-ACETYLENE: Collective effort

Design and fabrication of welded sculpture.

ELECTRIC ARC: Pipe to plate, angle to plate, 3 run 2 layer downhand fillet.

WEEK 12 OXY-ACETYLENE: Completion of collective project. Revision exercise using both fusion welding and bronze welding.

Use of oxy-acetylene cutting equipment.

ELECTRIC ARC: Single run vertical down fillet on 6mm plate.

Revision exercise using all welding positions practiced during term.

*NOTE All welding referred to in oxy-acetylene was fusion welding unless stated otherwise.

3.1.12.2

COURSE: Automotive Engineering

The content of this syllabus for Minerva Street School boys emphasises practical coordination required to successfully complete practical exercises.

Emphasis must be placed on safety in a Workshop proceeding.

Each content lesson has two columns; these are for individual teachers aids that can be obtained to assist in a practical workshop situation.

96 hrs. 12 weeks
8 hrs./day

Content	Aids	Suggested Visits Outside Lectures
1. Introduction. Course Aims and Scope. (i) Safety (ii) Dismantling and Assembling Engines		
2. Cylinder Heads (i) Dismantling and Assembling		Visit to Eng. Record Locally
3. Servicing procedures (i) Greasing (ii) Preventative Maintenance		
4. Car Care Maintenance (i) Removing stains (ii) Cleaning vehicle		
5. Points of Inspection (i) Road worthiness (ii) Points of Safety		
6. Fuel Pumps and fuel supply (i) Dismantle and assembling		Caltex Refinery Visit
7. Starting and running of Engines (i) Safety precautions(Breakdown)		
8. Cooling systems (i) Reverse Flushing (ii) Maintenance		
9. Ignition system (i)	(i) Slide (ii) Film	
10. Wheels Rims & Tyres (i) Cross changing (ii) Balancing		
11. Brakes (i) Operation (ii) Safety Features		

3.1.12.3

COURSE: Introduction to Panel Forming and Panelbeating Trade for senior students from Minerva Street Public School

OBJECTIVE: To provide instruction by discussion, demonstration and practice in the basic skills of shaping, welding and filling of panel steel to enable students to carry out satisfactory minor motor vehicle repairs and to assess and promote vocational and social ability with a view to future employment desires and ability.

COURSE 1 Term

STRUCTURE: 8 hours per week (2 hours welding practice)
(6 hours practical and discussion)

TEACHER: R. Wells

EVALUATION: All exercises to be retained until completion of course to enable clear assessment to be made on:

(a) Student progress
(b) Suitability of programme

STUDENT PROGRAMME

WEEK 1	8.00 a.m. - 10.00 a.m.	INTRODUCTION - Explain course outline. - Discussion on student achievement in previous courses, i.e. (i) welding (ii)Automotive WORKSHOP TOUR Introduction to equipment - Name - Use - Safety Introduction to tools - Name - Use - Safety Welding Exercises Assess student on: (i) Safety procedures (ii) Knowledge (iii) Ability - Exercise during welding practice to be made as interesting and practicable as possible. i.e. Small useful containers and cups combined with exercises. Best exercise only to be retained to instil self competitive spirit.
	10.00 a.m. - 4.45 p.m.	Construct dome exercise (8 hours)
WEEK 2	8.00 a.m. - 10.00 a.m.	Discussion on welding equipment and safety Welding Exercise - Simple Run - Butt
	10.00 a.m. - 12 Noon	Completion of Dome Exercise
	12.45 p.m. - 4.45 p.m.	Shaping and welding exercise (timing case).

WEEK 3	8.00 a.m. - 10.00 a.m.	Discussion on welding equipment and flames. Safety aspects. Welding Exercise - Runs - Butt - Lap (Steel Filler Rod)
	10.00 a.m. - 4.30 a.m.	Completion of shaping and welding exercise (timing case)
WEEK 4	8.00 a.m. - 10.00 a.m.	Discussion on filler rods and flux Welding Exercise Construction of small square container (70 x 70mm)
	10.00 a.m. - 12 Noon	Lead Loading demonstration on dent placed in timing case. Lead loading exercise by students.
	12.45 p.m. - 4.45 p.m.	Exercise in measuring, marking, cutting, folding and welding (Construction of tool tray)
WEEK 5	8.00 a.m. - 10.00 a.m.	Discussion on welding equipment and names of components. Safety aspects. Welding Exercise - butt - Lap (demonstration with bronze filler rod).
	10.00 a.m. - 12 Noon	Plastic filler demonstration and exercise.
	12.45 p.m. - 4.45 p.m.	Tool tray construction
WEEK 6	8.00 a.m. - 10.00 a.m.	Welding Exercise - Butt - Lap (bronze and steel) - Fillet
	10.00 a.m. - 4.45 p.m.	Completion of tool tray exercise

WEEK 7	8.00 a.m. - 10.00 a.m.	Discussion on welding techniques. Electric, MIG, TIG, Resistance. Welding Exercise Construction of small cup container (height 10 cm dia. 8 cm).
	10.00 a.m. - 4.45 p.m.	Introduction to automotive spray painting. Student to spray completed tool tray. Prepsol - Dioxidine - Etch Prime - Primer Surfacer - Colour Coat.
WEEK 8	8.00 a.m. - 10.00 a.m.	Welding Exercise - Butt - Lap - Fillet
	10.00 a.m. - 4.45 p.m.	Demonstration on hot shrinking. Small stretch area blocked into student panel. Student to shrink and dress. (Reinforce safety).
WEEK 9	8.00 a.m. - 10.00 a.m.	Welding Exercise - Butt - Fillet - Lap - Corner
	10.00 a.m. - 12 Noon	Demonstration of simple grooved seam joint using grooving tool. Demonstration of soft soldering technique. Student practice
	12.45 p.m. - 4.45 p.m.	Demonstration of simple repair involving small (8cm) slash in panel. Student practice.
WEEK 10	8.00 a.m. - 10.00 a.m.	Welding Exercise Tacking and welding of prepared panel. Panel to have 'S' cut with nibbler.
	10.00 a.m. - 12 Noon	Demonstration on building door edge with solder. (Comparison with plastic). Edge turning exercise. Teacher - students work together
	12.45 p.m. - 4.45 p.m.	Industrial visit (G.M.H. Pagewood) ensure appropriate permission forms are completed

WEEK 11	8.00 a.m. - 4.45 p.m.	Exercise involving fitting a small replacement patch to a shaped panel. Demonstration of sequence and method. Student practice
WEEK 12	8.00 a.m. - 10.00 a.m.	Discussion of welding achievement. Final attempt to beat best exercise.
	10.00 a.m. - 3.30 p.m.	Demonstration and student participation of types of joins. Peined Down - Grooved Seam - Knocked Up Joint - Recessed Knocked Up Joint. Explanation and demonstration of how seams are used in tank construction.
	3.30 p.m. 4.45 p.m.	General discussion on course with students. Try to ascertain what areas were interesting, uninteresting. What did they learn What else would they like to learn?

3.2.1 PARENTAL INVOLVEMENT

The programme has generated a variety of problems concerning the parent body.

- i. It became obvious that many parents lacked understanding of their child's real potential.
- ii. Many parents were only too willing to abrogate their proper responsibility to the school and assumed that their child would remain at school until we found him a job.
- iii. Many parents were unaware of the services and agencies available to help their child.
- iv. Some parents were unable to give help and advice to their children regarding appropriate dress, punctuality and so on.
- v. Some parents did nothing to promote recreational interests in their children.

A variety of means, then, had to be found to overcome these problems.

1. Teachers have been required to act as social workers. Parents have been counselled individually and information has been circularised to the parent body as a whole.
2. The staff has had to undertake a heavy load of parental interviews. These may be instigated by the parents themselves or, as is more often the case, by the school. Mr. Roberts and I normally interview the parents, quite often with one or more other teachers present. While this is an arduous task it is by far the most effective means of establishing rapport.
3. Meetings of parents have been arranged to discuss the issues raised above. These are important for two reasons:
    - i. the parent body deserves to be kept informed; and
    - ii. the school needs such opportunities to gauge and foster the support of the parent body for the scheme.

In March a meeting was held of parents of pupils participating in the scheme to promote the following ideas:

- i. the employment market for school leavers is poor and is likely to remain so;
- ii. the aims, objectives and functioning of the programme, in the light of this knowledge;
- iii. the need for parental support; and
- iv. the school's proper responsibility.

This meeting was successful and well attended. Such meetings will be held annually.

Early in second term a series of four evening meetings was held for the whole parent body of the school to discuss the Personal Development Programme which operates in the school.

Each meeting allowed for workshop sessions for parents of children of like ages to discuss common problems

These meetings were an outstanding success and gave us an opportunity to discuss with parents their children's future in a most meaningful context.

In third term two evening meetings were held for parents of those pupils who will be placed in sheltered workshops. Problems concerned with their employment, residential needs and recreational needs were discussed.

A committee was formed following these meetings to further promote interest and action in meeting the needs expressed.

3.2.2 COMMUNITY INVOLVEMENT

We hold an annual luncheon at the school to which we invite employers who have co-operated in the scheme, representatives of service clubs and representatives from schools and community agencies.

It a necessary and pleasant exercise in public relations.

More important, it provides us with an opportunity to explain our programme and to explore issues.

In 1976 the question of payment for pupils involved in the work-experience programme and the indemnification of employers in the case of accidents were raised. Both were satisfactorily resolved.

This year we outlined the Budgeting and Banking course instituted at the school, largely as a result of the question of payment raised the previous year.

We put forward a number of points of view.

i. The problem of young unemployed people is going to be a continuing one.
ii. It is a problem which has serious implications, both for the young unemployed and the community.
iii. It has not been this school's experience to find that young people just do not want to work.
iv. Schools such as ours had sought to meet the needs of the community to the extent not realised or fully appreciated by the community.

This discussion was received, if not enthusiastically, then thoughtfully.

We outlined also some alternatives available to employers other than full open-employment.

e.g. the N.E.A.T. scheme;slow-workers permits;pension plus employment

This discussion led to more fruitful results. Five pupils have been placed in positions via the N.E.A.T. scheme.

This formal occasion aside, the school interacts continuously with the community. On the job supervision of pupils keep us in touch with employers. We have taken pains to establish close links with the VGB and C.E.S. Our contact with the latter is hindered by frequent changes of staff.

The school's link with the Health Commission has been strengthened by inviting a social worker to the weekly staff meeting devoted to a discussion of pupils. Her role as a contact person has been a most effective one.

3.3 THE DYNAMICS OF THE PROGRAMME

Our programme was modelled on those work experience programmes developed in New Zealand.

It involves pupils in continuous work experiences, usually for one day per week, for a period of eight weeks on any one work situation.

Such a programme better allows the school to integrate work experiences with the rest of a pupil's schooling. A continuous programme allows pupils to experience a variety of work situations which is an aspect vital to our programme.

It is a system less burdensome to employers than, say, a system of block release work experiences. Continuous contact with the employers, too, allows the school to foster in them a better understanding and appreciation of the programme.

A system such as ours demands an adequate pool of employers upon whom the school can draw. It is important to be able to rest employers from the programme periodically. It is vital that the variety of possible employers is such that a particular pupil can be fitted with a particular job.

This basic format operated at the school from mid 1976. It was varied in some significant ways in 1977.

While attendance at work for one day per week remains the norm, selected pupils have been permitted to attend work for longer periods of time. Occasionally this has been done to give pupils a better appreciation of full time work. More often it has been as a prelude to full-time employment and at the request of an employer and/or parents.

Work experiences disrupt the school week. Such disruption became more of a problem in 1978 once courses at Gymea Technical College began.

These problems were anticipated and a timetable was developed to cope with them and to achieve other ends. (see Appendix 6).

It was not entirely successful and during 1977 it became apparent that insufficient time was being allowed for the teaching of functional academics.

To provide better for a balanced approach to the achievement of the school's aims and objectives it was decided to curtail work experience activities for the first four weeks of each term and devote the time thus saved to a concentrated team-teaching approach to a particular aspect of functional academics. The first such session - Term 3, 1977 - was devoted to teaching practical mathematics. Details are appended. A course in communication was planned for Term 1, 1978.

This shift reduces the number of work experiences a pupil has each year from 5 to 3. However, the benefits accruing justify the scheme. Further, it was found that pupils became less blase about work experiences.

Further adjustments in favour of a more academic bias were made by requiring pupils to undertake weekly homework assignments.

Our rationale for the scheme was as follows:

i. more time needed to be allocated for practise of basic skills.
ii. pupils in secondary school age normally have homework to do; and
iii. it was thought the additional responsibility would be good for our pupils.

As can be seen from the timetable, assignments are given out on Monday and marked on Thursday.

Years 10 and 11 were formed into three ability groups. Separate assignments being set for each group.

Samples of assignments are attached and indications are that the system has been successful. (Appendix 7)

Particular Problems Encountered

Payment of Pupils. The payment of pupils on work experiences became a problem. Some pupils were fully productive, others not. Indeed, a pupil could be productive in one work experience and not in another. Some employers were willing to pay pupils but the majority were not.

Clearly, if the school had insisted that its pupils be paid the programme would have foundered due to a lack of employers willing to participate. We argued, too, that the pupil was still at school and undergoing an educational experience.

It was abvious, too, that some incentive for pupils was necessary and that practical experience in handling money was needed. The Parents and Citizens Association was asked to open an account from which payments to pupils could be made. Parents of pupils participating in the programme pay $4 per term into this account. These funds are supplemented by deposits from employers who wish to pay pupils. Payments made to pupils from this fund become the basis for work in the budgeting and banking programme.

Insurance of Pupils. Employers are indemnified in the case of accident to pupils. Because it is a re-payment programme, however, pupils are not covered by workers compensation schemes.

The school insures pupils to a small extent - $5000 - and premiums are paid from the account mentioned above.

This provides an inadequate cover and the school remains concerned about this issue. Representation has been made to the Department of Education and to the Minister.

Travelling Expenses. The St.George Regional Office of Education has allowed pupils travelling to and from work to claim all expenses. The office accepted our point that the pupils were, in effect, travelling to and from school.

Claims by teachers using cars whilst supervising pupils on work experiences are allowed subject to the usual conditions.

The regular supervision of pupils on the job and the regular contact between employers, work-mates and teachers is absolutely vital to any work experience programme and this point is appreciated by Regional Office.

The pupils are equally divided between two teachers who arrange follow-up and supervision of pupils. It is customary for pupils to be visited each day they are on work experiences. Mr. Roberts and I regularly go on the rounds with supervising teachers and make visits where particular problems are being experienced. Additional duties performed by Mr. Roberts are found listed in Appendix 8

Organisational Problems

Many of the problems which would have caused extreme problems have been overcome more easily as a result of the innovations grant which allowed greater deployment of personnel in areas of need, i.e. counselling of parents and students, follow-up of ex-students having problems, evaluation of the project, etc. When the financial assistance finishes there are going to be difficulties in this area. It does seem inconsistent that an extra allowance is provided for careers advisers in Secondary and Central Schools, but not in Special Schools.

The Work Experience programme has remained in its basic format since its inception late in 1975. However, there have been continual adaptations of forms and procedures to refine and improve it. The importance placed in the varying forms of approval and assessment and their filing in individual folders has been completely justified in many instances involving follow-up, guidance, evaluation, etc. The refinement of the forms so as to ensure the minimum of handling has enabled greater use of valuable time for other important activities such as follow-up and supervision. Our handbook "The World of Work" is appended. (Appendix 14)

Many minor problems or organisation which occur are solved usually in joint discussion between members of the team. The feeling of involvement of each member and their own personal willingness to contribute to the overall functioning of the programme is one of its greatest strengths. Even in such a well organised and dedicated group the greatest problem remains communication between members. Such teamwork relies very often on prompt and reliable action by each person. It is vital that as little confusion as possible exists over their respective roles and duties and this is where well laid out procedures and a recognisable team leader are so important.

The co-operation and communication between teachers, ancilliary staff and para-professional assistance such as the occupational therapist, social worker, speech therapist, Vocational Guidance and Commonwealth Employment Service is continually being developed and expanded to the benefit of the students and the various team members. This is not always easy due to fear of and resistance to encroachment onto other professional areas of expertise. A further difficulty, especially in the case of the Commonwealth Employment Service, is the changes that occur in staff which makes ongoing contact extremely difficult.

Problems of the Less Able Students

Our programme evolved in 1977 as one which best sought to meet the needs of the majority of our pupils; those capable of entering open employment.

We would claim, proudly, that we have sufficiently enhanced the skills and aspirations of some pupils who previously would have entered sheltered workshops to a stage where they successfully entered open employment.

There remained, however a small and clearly identifiable group whose placement in a sheltered workshop was the obvious and proper one. We realised that this group was neglected.

The very success the programme enjoyed with the more able students created problems for the less able. They began to ask when they were going to go to a "real job". Their parents reported behavioural problems at home. We became aware that the aspirations they held of themselves were unrealistic.

The school sought to meet their needs in various ways. Some were allowed to go to "real" work experiences to better learn about work and themselves. Students and their parents were counselled individually. They were brought together as a group and common problems were discussed.

But the matter of helping such a group of adolescents learn about themselves and to live with that knowledge is no easy matter. Nor are their parents an easy group with which to work.

We cannot claim to have dealt with this group in an entirely successful manner and ways of meeting their needs in a better and more sensitive manner are yet to be found.

It is a problem with which a school for mildly intellectually handicapped should not be faced. The group in question is clearly outside the functional group for whom the school is designed to cater.

This is not to suggest that the school denies its responsibility to these students. It is one that has weighed heavily on the staff, and more and more emphasis is being placed on their needs, particularly in personal development and recreational programmes.

The school, too, has co-operated in community initiatives to promote the interests of the moderately intellectually handicapped via the provision of better residential and workshop facilities in the Sutherland Shire.

G. Searl,
Principal.

4.0 OUTPUTS

4.1.1 INDIVIDUAL REPORTS

Following is an example of an individual case study which was prepared for each student in the program. Data at input, process and output levels are included, together with recommendations for future amendments to the program.

Stephen W: Date of Birth 14.9.60. IQ 72 (VS 70, PS 80)

Very big but strong and well co-ordinated, physical appearance is not good as Stephen presents as sloppy and overweight, capable and normally co-operative, but has shown that he cannot cope with the unusual or if placed in a situation where he has to explain himself, reacted very negatively on some work experiences, parents are co-operative and are aware of Stephen's problems, seems to have a poor self-esteem, active in following recreational pursuits. Also works casual part-time (evenings) at a restaurant washing dishes.

V.G.B. Rating A, did quite well in the tests.

Is observant, can think effectively and plan ahead. Motor speed was good. Should be able to handle jobs requiring flexibility and initiative.

School Assessments

Assessed reading 8.0. Hesitant but able to read most material. Has a good grasp of the four basic maths operations and can do simple measurement activities. Lacks confidence in an interview situation or role play. Developing greater confidence after 7 Work Experiences where performances were increasingly satisfactory, i.e. Butchers, Tyre Fitting, Wheel Repairers, Department Store, Chicken Take-away, Hardware, Butchers. At Glen's Hardware he was withdrawn for several weeks to emphasise the need for greater co-operation.

Vocational Aspirations: Cook, butcher.

Major Educational Needs: Develop ability to communicate, cope with pressure and the unusual, not to be so easily led and to apply himself to a task. Develop better appearance. Involve parents and Stephen in the task of obtaining suitable work.

Programme Undertaken

Year 11 group, attended technical college course and had one term of welding and one term of automotive, several counselling sessions were held with Stephen and his parents. Work Experience at McDonalds, Wholesale Butchers (1 week's trial), Laundry. He attended Weight Watchers group at school.

Results

Stephen has shown considerable improvement in his appearance. His reading and maths have remained static at a reasonable level. Good compared to the average school performance. He is still disruptive and attention seeking and lacks perseverance in difficult tasks. However, he is developing greater confidence in himself and this is shown in improved interview techniques.

The results of the trial at Dorahy Brothers, wholesale butchers, reaffirmed Stephen's desire to enter that field of employment. Stephen's father visited all the local wholesale butchers and was able to obtain a position for Stephen at Angliss Meats, Kogarah. His employer (after 3 months) is considering allowing Stephen to become apprenticed.

Since leaving school, Stephen has enrolled in the Citizens Military Forces, continued to play competition cricket and obtained his Learner's Permit to drive a car.

His parents are very appreciative of the school's efforts.

Comments and Possible Amendments

Stephen has gained significantly from the programme in areas of confidence, appearance and vocational placement. There may possibly have been greater concentration on his attention seeking behaviour and practical mathematics.

Ratings:

Parents rating of programme: Very successful throughout programme. Stephen has developed greater confidence as a result.

Employer's rating of employability: Mainly good risk except at Hardware where poor risk.

4.1.2 INDIVIDUAL WORK EXPERIENCES, V.G.B. RATINGS AND FINAL OUTCOMES

Michelle B: V.G.B. (D) Employment (B)

Civic Industries - out of place

Six months NEAT training at Sutherland Hospital arranged by school as a kitchen hand - reports were that she improved greatly in social presentation and work performance. At the end of the training the C.E.S. obtained a position as a packer at Davell Products, Kirrawee.

David B: V.G.B. (D) Employment (C)

Work Stations - school - surly, uncooperative

Kriesler Electronics - satisfactory
Camperdown Rehab. - soon to go to Granville Work Preparation Centre.

Glen B: V.G.B. (B+) Still at school

Work Stations - poorly motivated

Goodyear - unsatisfactory

Has shown considerable appitude for automotive work at Gymea Teachnical College. Still too restricted in speech and social communication.

Roslyn C: V.G.B. (A) Employment (A)

Sutherland Library - very satisfactory
O'Shannesy's Hair Care - very satisfactory
Simple Simon Bakery - good
St. Mark's Kindergarten - fair

Employed at Sutherland Shire Library.
Reports are very satisfactory.

Stephen C: V.G.B. (?) Employment (C)

Kriesler - unsatisfactory
Stewart Toyota - unsatisfactory
Hunt's Hardware - unsatisfactory
Civic Industries - out of place
Post Office - fair
Grace Bros. (fruit and veg.) - satisfactory

Camperdown Rehab - soon to go to permanent work.

Angelo DeR: V.G.B. (B) Employment (A)

Speedy Wheels - fair
Glen's Hardware - unsatisfactory
Goodyear Tyre S. - satisfactory
Winston Textiles - satisfactory
Stapleton's Butchery - satisfactory
Hiline Furniture - very satisfactory

Employed at Hiline Furniture as a wooden furniture assembler; has been there over 12 months although there was some counselling provided by the school to save him losing his job.

Yvonne F: V.G.B. (B) Employment (A)

Sutherland Library - unsatisfactory
Woolworths - fruit/veg - fair only
Miranda Health Foods - fair
Jimminy Cricket (children's wear) - very satisfactory
Hospital Canteen - excellent
Kriesler Electronic - satisfactory
McDonald's - satisfactory

employed full-time at Sutherland Hospital (kitchen) after six months NEAT training arranged by school.

Corrina G: V.G.B. (B) Still at school

Kriesler - unsatisfactory
Woolworths - satisfactory
Hospital kitchen - satisfactory

On NEAT Work Experience Program two days a week at NAMCO. Reports satisfactory. Still very reserved.

Norman H V.G.B. (A)

Fiona H: V.G.B. (A) Employment (A)

Winston Textiles - excellent
Taylor Real Estate - very satisfactory
Sutherland Health Foods - satisfactory
M.L.C. Office, Caringbah - satisfactory
Soul Pattinson's - satisfactory
Johnson's Hair Care - satisfactory
Gymea Tech - Office - very satisfactory
Brownscombe's - Menswear - very satisfactory

Employed in office position - has been there twelve months

Michael H: V.G.B. (B) Employment (C)

Stewart Toyota - fair to improving
Sutherland Hospital - store - fair
Goodyear - fair
Post Office - satisfactory

To Camperdown Rehabilitation Centre for further training

David H: V.G.B. (A?) Employment (A)

Brownscombe's - Menswear - satisfactory
Hospital - store - fair
Glen's Hardware - satisfactory
Caltex Service Station - satisfactory
C.D. Engineering - very satisfactory
Kriesler - satisfactory

Attended Gymea Tech - now enrolled in evening welding class.
Working at Davells as a welder - still there after 12 months.
Work very satisfactory.

John K: V.G.B. (B) - unemployed

Kriesler - very satisfactory
Green's Hardware - satisfactory
Kent Industries - very satisfactory
Kriesler - satisfactory
Grace Bros. - satisfactory
Goodyear - very satisfactory

Unemployed. Tends father who is on life-support machine at home.
Family have no aspirations for John.
Mother is incapable of monitoring and manipulating life-support system.

Bradley L: V.G.B. (A?) - still at school

Hunt's Hardware - unsatisfactory
Hospital store - fair
Amoco Service Station - satisfactory
Kriesler - satisfactory
Stewart Toyota - was given a month's trial pending full-time employment
- not suitable and is now back at school.

Will go on to NEAT scheme

Chris L: V.G.B. (C) - still at school

Soul Pattinson - satisfactory
Hospital store - satisfactory
Post Office - excellent - if old enough would have been offered a position.
Stewart Toyota - satisfactory

Placed on NEAT at Kent Industries - failed owing to inability to admit mistakes - back at school.

Brent L: V.G.B. (A) Employment (A)

Adam's Smash Repairs - satisfactory
Placed as apprentice at Bulmer's (Butchers) but proved unsatisfactory.
Obtained position at C.D. Engineering by C.E.S. - very satisfactory.
In full time employment.

Parents have moved to Queensland where father has purchased a garage. Brent will work at the garage.

Ron M: V.G.B. (A) unemployed

Glen's Hardware - fair
Winston Textiles - fair
Hospital store - improving
Davells - satisfactory
C.D. Engineering - satisfactory
Burt's Soft Drinks - satisfactory
Kent Industries - fair

Performed well at Gymea Technical College. Stopped attending - reason unknown.
Parents (both pensioners) withdrew Ron from school against our advice - receives invalid pension

Brian M: V.G.B. (B) Employment (B++)

Caltex Service Station - very satisfactory
Davells - satisfactory
Goodyear - very satisfactory
Stewart Toyota - very satisfactory
Hospital store - satisfactory
Caringbah Sheet - satisfactory
Furnicraft - satisfactory

Employed full-time Stewart Toyota - placed on bonus payments

Michelle M: V.G.B. (B) Still at school

Gymea Tech - office - unsatisfactory
Hospital canteen - satisfactory
Woolworths - fair

Now on NEAT Work Experience Program two day per week at NAMCO

Clare N: V.G.B. (D) Employment (D)

Initially 2 days/wk at Civic Industries
Now placed full-time at Civic Industries

Bruce P: V.G.B. (C) Employment (D)

Civic Industries
Red Cross - basket weaving

New - full-time at Civic Industries

Munib P: V.G.B. (A) Unemployed

Stewart Toyota - satisfactory
Adam Smith Repairs - unsatisfactory
Monro Engineering - satisfactory

Failed to turn up at job as trainee welder after one week
Poor parental support

Anne P: V.G.B ? Still at school

Woolworths - unsatisfactory
Kriesler - improving
Gymea Tech - store - satisfactory
Hospital kitchen - fair

Still at school - prognosis still doubtful

Phillip S: V.G.B. (A) Employment (A)

Kent Industries - very satisfactory
Goodyear - satisfactory
Stapleton's Butchery - excellent

Full time at Stapleton's - Work very satisfactory

Maria S: V.G.B. (B) Unemployed

D and D Scallywag - boutique - disastrous
Sutherland Library - disastrous

Severe behavioural problems. Came to us late. Parents would not accept position at Camperdown Rehabilitation Centre

Bill S: V.G.B. (A) Employment (A)

Woolworths - satisfactory
Sutherland Hospital - satisfactory
Namco - satisfactory (very)
Goodyear - satisfactory

Obtained position by C.E.S. at foundry at Caringbah - work fair - was need for counselling by school. Injured arm at work and is on 3 months' workers' compensation.

Jenny T: V.G.B. (?) still at school

Woolworths - fair
D and D Scallywag - improving
Gymea Tech - office - very satisfactory
Lock Tite (process work) - fair

Having typing lessons at school

Martin T: V.G.B. (D) Employment (D)

Civic Industries two days/ week
Hunt's Hardware

Full-time at Civic Industries

Shayne T: V.G.B. (D) Employment (D)

Sylvanvale Industries

Full-time at activity centre - only possible placement

Phillip W: V.G.B. (A) Employment (B+)

Swane's Hardware - fair
Kent Industries - satisfactory
Hospital store - very satisfactory
Grace Bros - fair
Caringbah Sheetmetal - satisfactory
Kriesler - satisfactory
Stewart Motors - very satisfactory

Full-time at Stewart Toyota - reports satisfactory

Jeffrey W: V.G.B. (D?) Employment (B)

Civic Industries - satisfactory
Burt's Soft Drinks - satisfactory

Will go to full-time employment at Burt's under NEAT scheme

Stephen W: V.G.B. (A) Employment (A)

Stapleton's Butchery - unsatisfactory
Goodyear - satisfactory
Speedy Wheels - satisfactory
Grace Bros - satisfactory
Bulmer's (Butchery) - excellent
Glen's Hardware - unsatisfactory
Bulmer's (Chickens) - very satisfactory
McDonalds - satisfactory
Dorahy Bros. (Butchers) - satisfactory
Winston Textiles - satisfactory

Full-time employment in bulk meat place

Lance W: V.G.B. (A) Employment (A)

Cronulla Aluminium Windows - satisfactory
Furncraft - very satisfactory
Monro Engineering - excellent
Adam's Smash Repairs - satisfactory

Full-time at Furnicraft as trainee welder - reports very positive

Raymond W: V.G.B. (B) Employment (C)

School office - unsatisfactory
Hunt's Hardware - fair
Sutherland Hospital store - fair

Suffered nervous breakdown. Placed full-time at Civic Industries where he has shown considerable improvement and is considered capable of entering open employment

4.1.2.1 SUMMARY (as of Term 3, 1978)

Successfully entered open employment	14
Currently on full-time training for open employment (Commonwealth Rehabilitation/Sheltered Workshop)	4
Sheltered employment	4
Unemployed	4
Still at school on Work Experience	7
	33

(See Appendix 9 for list of firms who have taken students for work experience)

4.1.3 OUTCOMES OF TECHNICAL COLLEGE COURSES

4.1.3.1 WELDING

At first glance, a decision to take a group of students from Minerva St. Public School and introduce them to basic workshop practice in welding, seemed a little ambitious. Having worked only with trade students already fairly familiar with accepted workshop safety, I was expecting a high rate of injury - especially during the early stages of the course. These fears were totally unfounded. The boys were working with standard oxy-acetylene equipment and manual arc welding machines. Only two boys suffered any injury over the twelve weeks, both on the same day, and both with minor burns from handling hot work without gloves. Taking into account an exposure to these dangers of 1152 hrs., this was an exceptionally good record.

The boys started the course with mixed feelings; some were obviously frightened by the extreme heat and unfamiliar proceedures, while others threw themselves into the work with so much enthusiasm that they required restraining on occasion. Some boys developed a liking for oxy-acetylene over electric-arc and vice-versa. All the boys felt important. This was possibly the first adult situation they were exposed to, where, within reason, they were treated as adults.

No attempt was made to bring any of these students up to anything more than basic welding and brazing practices, although every effort was made to relate each particular lesson with an actual industrial situation. Fairly simple marking out on small jobs proved a problem for all twelve boys. However, compared with trade courses that have a limited amount of welding instruction included in them, this group rated very highly. Some of the boys were well below average while some were well above. (It must be pointed out here, that I am comparing this group which had 96 hrs welding instruction with, say, fitting-machinist apprentices who have only 48 hrs.)

Attendance by the students was a good indication of how well received the course was. Only 5 days were lost out of a possible 144. No boy was late or overstayed his morning tea or lunch break. This fact certainly made my job smoother as "stragglers" did not have to be re-instructed individually. All the boys, however, were keen to finish on time.

Towards the end of the course extensive revision and reinforcement of proceedures was carried out. The boys were given access to store stock and allowed to design and create any individual project they cared to. This exercise resulted in exposing hidden creative talent, and in the case of two boys, resulted in a certain amount of ability to organise and administer, with the fabrication of a welded sculpture. All the boys took part in this work; each boy fabricating part of the intended piece while the two co-ordinators arranged the final assembly. This piece of art is at present in the hands of the art class and will later be exhibited in the college library.

From a teacher's point of view, the exercise to instruct these students was a rare challenge full of surprises and sometimes great disappointment. At no stage did any of the students give the impression that they weren't doing their best, though at times their best called on a lot of individual help to improve it.

To sum up, I believe the operation was an enormous success in building self-confidence in both the student and his ability in the workshop, and proved that employment in manual, semi-skilled operations is well within the reach of more than half these boys.

Jim Heather
(Teacher)

ASSESSMENT OF STUDENTS PROGRESS

Angelo

Attendance: 12/12

Attitude: Boisterous, at times inattentive and disruptive, but easily settled down. A very bright student who appeared to enjoy the work and showed a steady improvement in attitude and ability.

Work Assessment: Above average for a short-term student. Very clean work in both fields. Angelo's work was always neat, tidy and well presented. Usually the first to finish set projects. I feel Angelo could settle down to employment in a metal trade providing the job involved only manual expectation.

Brent

Attendance: 12/12

Attitude: Very good, attentive, inquisitive and imaginative. A pleasure to teach.

Work Assessment: Best in group in all fields. Consistently good, clean work. Was co-ordinator of group effort and largely responsible for project design. Brent would probably be capable of handling an apprecticeship if his academic ability was better.

Michael

Attendance: 12/12

Attitude: Quiet, difficult to determine if Michael understood instructions clearly.

Work Assessment: Did not seem to understand basics. Showed very little improvement. Work was well below group average. Michael did not seem to be aware of any problems with his work nor did he lose any confidence in his ability. Steady, quiet worker but did not follow set exercises closely.

David

Attendance: 12/12

Attitude: Attentive, keen. Did not like electric welding from beginning of course. Tried hard.

Work Assessment: Showed steady improvement especially in oxy work. Had some difficulty in manipulation and did not have a great deal of confidence in his ability to learn.

John

Attendance: 11/12

Attitude: Quiet. Confidence increased greatly during the course. Worked well. Did not like noisy work.

Work Assessment: Most improved worker in group. Work in electric very untidy. Did indicate that he would like to work in metal trade.

Ron

Attendance: 12/12

Attitude: Quiet. Worked all the time, liked priase. Ron's willingness to communicate improved steadily throughout the course.

Work Assessment: Extremely poor work which showed very little improvement. Attempted every job without hesitation.

Munib

Attendance: 12/12

Attitude: Disruptive, easily upset by other students. Did not like to ask for help when in difficulty with work. Did not work to potential.

Work Assessment: Very good all-round worker. Work was well above average, could have done a lot better. Would need to become less sensitive to criticism from fellow workers (students) to settle down to full ability. Metal work well within his scope.

Bill

Attendance: 11/12

Attitude: Made it quite clear that he did not like electric welding. Quiet and worked well.

Work Assessment: Showed some improvement though work not of high standard. Ironically elect. work better than oxy. Probably would not be interested in metal trade employment.

Phillip

Attendance: 11/12

Attitude: Attentive, steady worker. Lacked self confidence on jobs.

Work Assessment: Early work well above average but did not improve greatly as course progressed. Needed a lot of reassurance. Phillip would probably improve if involved over a longer period.

Stephen

Attendance: 12/12

Attitude: Disruptive, argumentative and defensive. Worked better away from other students. Generally inattentive during group instruction.

Work Assessment: Flashes of talent, work inconsistent. Improved greatly on electric welding especially in regard to tidiness. Worked well when closely supervised. Expressed a desire to work in metal trade.

Lance

Attendance: 12/12

Attitude: Very interested in work, quiet and followed instructions well.

Work Assessment: Work of very high standard, one of best in group. Lance showed great potential. Welding employment would be possible for this student.

Phillip

Attendance: 11/12

Attitude: Quiet, attentive. Always asked for help or advice when in difficulty.

Work Assessment: Fair. Started well showed little improvement. Lacked confidence on occasion could have done better. Clean worker.

4.1.3.2 Appraisal of Minerva Street Year 10 Students undertaking Automotive Engineering exercises. July - August, 1977.

The number of students (12) which are attending the Automotive Engineering segment seems to me to be too large for a proper assessment of an individual's capability. From time to time most of my effort is taken subduing our most outspoken members of the class, if the number were reduced to say 8 students you could achieve more advancement in whatever operation you are trying to teach.

I would also suggest that instead of 8 hours that it be reduced to 6 hours. (9 - 12.00, 12.45 - 3.45) and reducing the lunch hour from 1 hour to 3/4 hr. Too much time on the lads' hands causes distractions, scuffles, etc. Technical teachers have no provision for play ground duty. I feel that some thought be taken to restrict the lads from leaving the college ground during the lunch hour, which is hard to do when no teacher is in attendance.

Safety in a work situation in engineering is essential. A class of two teachers should be in attendance when the number increases above 8.

I would also suggest that no lad is sent to fill a vacancy when a lad leaves, it is quite a disturbing influence to other lads because of their non acceptance of them, e.g. inclusion of Norm Hansen into group when Brent Levin left. He completely disrupted class coordination.

Angelo: Shows a lot of mechanical ability, can effectively complete a project, sometimes tries to continue on without first seeking advice

---

David : Quiet sensitive lad, tries very hard to please when working. He does require a lot of attention. Displays a safe working habit, willing to work and seems to like mechanical type of jobs.

Phillip: Does really good mechanical work, interested in what he is doing to point of being annoyed by intrusion of others trying to slow down his work.

Steven: Prefers to work alone - sometimes does not like being told to do a job. Does wander away from what he is doing.

Munib : Very disruptive, unable to concentrate for long periods, vocal and requires a lot of attention. Could cause accidents to others by not following instructions.

Ronald: Quiet lad who does take notice and does what he is told. Reliable and will ask or seek advice before continuing on new work.

Norman: Very spasmodic, could be good at mechanical work and he does show ability. Will work hard one minute then is distracted very quickly, rushes ahead and could develop an unsafe working habit. Needs a lot of handling, resents anything except a conciliatory approach.

Brian: Willing to attempt a job, needs attention to check work. Can work safely at times - quite noisy - has good coordination with tools

---

Bill: Fits in well with Automotive Engineering, very good disposition, he does not resent being told to do the most uninteresting task. Likes working.

Lance: Likes to be actively engaged, shows a lot of interest and does try hard. Lance will ask if he is in doubt, does not resent getting dirty,should prove quite a capable worker in an engineering situation.

John: Very co-operative quiet lad, tries to work safely, seems to like metal work,does not object to getting his hands dirty. Does try to get job satisfaction from his effort.

ATTENDANCES

Angelo	12/12
David	12/12
Norman	8/12
John	12/12
Ronald	12/12
Munib	12/12
Bill	11/12
Phillip	11/12
Stephen	10/12
Lance	12/12
Brian	11/12

4.1.3.3 BASIC PANELBEATING FOR MILDLY MENTALLY RETARDED

MINERVA STREET PUBLIC SCHOOL

Course Appreciation

It was evident after several weeks that teaching students of this nature requires a different approach to that normally applied to apprentices. To maintain attention the work must be made interesting and have some real meaning to the lad. The value of an exercise to an apprentice may not become evident to him until it is related in application to a similar shape required in behicle repair; limited time permits no such relationships to be shown to Minerva Street students so each exercise must be treated as a single unit and selected because it represents something interesting and tangible. e.g.

Exercise 1	was a domed shape panel that could be classed as a hub cap.
Exercise 2	was a panel similar in shape to the timing case on a motor cycle.
Exercise 3	was a tool tray that each student was proud to take home to show his parents (one proud Dad paid his son $15 for it).

Other exercises were very minor repairs to actual vehicle panels and although some were below standard the interest and motivation of each student was maintained.

Disciplinary problems were virtually non evident due to a constant work programme and a well motivated group.

Any increase in the number of students (10) would not be desirable considering the nature of the student. More time is required in individual tuition and in ensuring safety precautions are strictly adhered to at all times. Problems in the cognitive area were encountered in construction of the tool tray where a diagram had to be followed and accurate measurements essential. If the number of students increased in class, interesting exercises of this nature might have to be curtailed.

Injury problems have been very minor and well below the rate experienced in apprenticeship classes.

Attendance and punctuality is good. Unfortunately, when one student has found employment and leaves the class a new one is introduced. If the initial class size remains about 10 this problem can be overcome but if class size is larger, insufficient time would be available to bring the new student to the class level.

In all, I have found the teaching of these students interesting and satisfying and feel that something worthwhile is being achieved by giving them the opportunity to be treated as adults in an adult institution. They have also developed a better understanding of their own practical abilities thereby promoting self confidence which allows them to be considered as important citizens in the community.

ATTENDANCE AS AT 7TH WEEK, TERM 3

STEPHEN

Attendance 6/6

Keen, tries very hard to improve. Quiet, pleasant boy, no discipline problems.

Stephen's practical skills are not high due to lack of physical co-ordination but attempts all work and is showing improvement.

NORMAN

Attendance 7/7

Boisterous, requires firm control but shows no resentment at discipline.

Norman's work is fair and a little more application to the task at hand would see a lot of improvement. Not a conscientious worker. Inclined to go his own way.

DAVID

Attendance 7/7

Very quiet, tries hard to please and needs a lot of assistance.

David's practical work is not of a very high standard but is showing improvement. Not very confident in his own ability.

JOHN

Attendance 6/6

Quiet, serious, keen worker and co-operative.

John's work showed a steady improvement mainly due to his own initiative. If a problem arose, he would attempt to solve it before asking for assistance. Conscientious worker.

RONALD

Attendance 1/1

One day was not sufficient to assess Ron's attitude or skill. Appeared to be quiet and worked well for the one day. Work was average.

MUNIB

Attendance

Needs firm control, appears more mature than others, works quickly and well but is a spasmodic worker.

Munib is an excellent oxy welder and could make a top class practical tradesman in this field if he applied himself to his work.

WILLIAM

Attendance 6/7

Talkative, but not disruptive. Appeared interested in instruction but results often showed he did not listen. Occasional disciplinary action required.

Bill's work was not of a high standard and even detailed individual instruction did not improve it.

LANCE

Attendance 7/7

Quiet, serious, conscientious and follows instruction. Best all round worker in class.

Lance could make a good tradesman if only practical skills required.

4.1.3.4 VOCATIONAL ASSESSMENT AND RECORD OF STUDENTS THAT HAVE PARTICIPATED IN THE COURSE AT GYMEA TECHNICAL COLLEGE, 1977.

TOTAL STUDENTS IN COURSE: 15

TOTAL LEFT SCHOOL: 10

Number entering occupations associated with course	5
Number entering other occupations	3
Number entering Camperdown Rehabilitation Centre	1
Number out of work	1

TOTAL STILL AT SCHOOL: 5

Number that should enter occupations associated with course	3
Number that should enter other occupations	0
Number entering Camperdown Rehabilitation Centre	1
Uncertain	1

STEPHEN: Date of Birth: 15.9.60

Stephen will remain at Minerva St. School until the end of the year and then enter Camperdown Rehabilitation Centre. The course in the short time he has been there, has been of immense value to Stephen and it may have given him the base upon which to enter open employment.

ANGELO: Date of Birth: 27.11.61; Left School 12th August, 1977.

Angelo was offered a position at Highline Furniture, Taren Point, as a wooden furniture assembler. From follow-up reports he has been performing well and appears to be a long term employment prospect.

BRENT : Date of Birth: 17.10.61; Left School 15th July, 1977.

Brent was offered a position as an apprentice butcher as a result of the Work Experience Programme, however, after 5 weeks his employer decided that he would not be suitable. He then obtained a position at Davel Products, Kirrawee, where he is working guillotines and presses with eventual advancement to welding.

NORMAN: Date of Birth: 24.6.63

Norman will be returning to school next year and will participate in the programme at the Technical College if offered. He shows considerable interest in cars and should be able to obtain a position in this area, especially following the Technical College training.

MICHAEL: Date of Birth 23.5.61; Left School 5th August, 1977.

Michael was referred to Camperdown Rehabilitation Centre for intensive vocational preparation so that he will be able to enter open employment.

DAVID: Date of Birth 10.2.61; Left School 7th November, 1977.

David has been offered a position at Davell Products as a spot-welder. A position which he could not have possibly obtained prior to the Technical College course. He is on a fortnight's trial.

JOHN : Date of Birth 5.5.61

John has considerable home problems with a father on a Kidney Machine and pressure from his parents for him to stay at home on the pension. The school and C.E.S. are attempting to arrange suitable employment for John. Most suitable to outside garden work or simple process work.

RON : Date of Birth 19.9.60; Left School 23rd September, 1977.

Ron has left school and is unemployed, but on the pension. His parents are completely uninterested in helping Ron obtain work. However, the school and C.E.S. are seeking suitable open employment in simple process work.

MUNIB : Date of Birth 24.4.62;

Munib will be leaving school this year. His improvement during the course both socially and in skills has been outstanding. Contracts have been developed which should enable Munib to enter work in a welding position.

BILL: Date of Birth 6.9.61; Left School 21st October, 1977.

Bill obtained a position at Alum Bronze at Caringbah as a trainee welder. He is on a N.E.A.T. subsidy and reports after only 2 weeks are encouraging.

PHILLIP : Date of Birth 26.1.61; Left School 17th October, 1977.

Phillip was offered a position at Stewart Motors, Taren Point, as an assistant detailer and general hand. He was given a months' trial and has now been taken on permanently.

STEPHEN : Date of Birth 14.9.60; Left School 25th August, 1977.

Stephen obtained a position at Wholesale Butchers at Kogarah. He has now been offered an apprenticeship.

LANCE : Date of Birth 1.1.62

Lance should leave school this year. He is being tried out as a possible signwriting apprentice. However, if that is not successful he should be able to obtain a position in the welding field.

__PHILLIP:__ Date of Birth 21.6.61; Left School 1st July, 1977.

Obtained a position in a butchers as a general assistant and is performing exceptionally well.

__BRIAN:__ Date of Birth 26.1.62; Left School 17th October, 1977.

Brian was offered a position at Stewart Motors, Taren Point, as an assistant detailer and general hand. He was given a month's trial and has now been taken on permanently.

4.1.3.5 PROPOSALS FOR GIRLS TO ATTEND TECHNICAL COLLEGE

For several years, a number of girls from the school have attended classes at Highfield College, Caringbah, where they have been enrolled in a typing class. The classes were held two mornings a week and fees were paid by their parents.

The decision to encourage this programme was based on the fact that two girls who had left the school in previous years had obtained positions as typists after attending a typing class.

Seven girls have attended the course and in five cases they have achieved a speed of approximately 25 words per minute. They have also received instruction in office procedures and switchboard operation and each have passed a test in it's operation and use.

The girls absence at the typing class has meant that a severe disruption in other lessons such as personal development has resulted.

In assessing the benefits of the programme, the facts that the girls must show a degree of independence and also that it allows them to gain a better understanding of their own abilities must be taken into consideration. One problem arising from this however is that some girls have tended to concentrate on office work as a job choice rather than expand their possible choices of work. This has needed counselling.

Any gains in academic abilities of spelling, reading and communication are hard to assess and, if any, would be small.

Two girls have obtained work in offices, but were unsuccessful. This was brought about mostly by personality problems, however, the competition from more capable, trained girls entering the work-force has reduced the possibility of these girls obtaining work and succeeding in office-type work.

Realistically the types of work which these girls are more likely to obtain and succeed in are in the service or manufacturing industries, i.e. catering, food stores, shop assistants, factory work.

The skills which they will need to cope with these types of occupations are basically in the areas of communication, use of a variety of machines, such as cash registers, simple office machinery, factory machinery and presentation, i.e. switch-board operator, shop assistant,etc.

For the above reasons, following the successful development of a course for 12 boys from the school, one day per week at Gymea Technical College a proposal for a course for girls was made to the Principal of the Technical College and through him to the courses committee of the Department of Technical and Further Education.

The course as proposed would include:

(a) GROOMING AND DEPORTMENT: including make-up, clothing, poise, etc.

(b) COMMUNICATION: including speech, individual communication, group communication, use of a telephone, customer relations, applying for a job, etc.

(c) USE OF MACHINERY: including cash register, copying machinery, factory machinery and portable tools. Aspects of safety would be emphasised.

This course is felt to be of value to all the girls at the school whereas the typing course has only been suitable for the most capable girls.

4.2 PERSONAL/VOCATIONAL CHECKLIST

To obtain an additional assessment of outcome variables an adatpation of the Payne, Mercer and Epstein (1974) checklist of evaluation items was administered to students, teachers, parents and employers. (See Appendix 10 for details of items). Ratings of each of these groups were collected on each of the twentysix items included on the checklist, using a Likert scale of 1 to 5, where 1 was the least desirable and 5 the most desirable. Teacher ratings were obtained for thirtyfive students, employer ratings for thirtyone, parent ratings for thirteen and twentytwo students completed a self-rating.

As a result of a factor analysis of the combined data four factors emerged which may be described as "workability" (items 1, 4, 5, 6, 11, 12, 13, 14, 15, 17, 23 and 24); "personal/social" (items 7, 9, 18, 25 and 26); "sociability" (items 2, 3, 8, 10 and 26); and "education" (items 19, 20, 21 and 22). Mean scores for each of the four groups were then computed and ranked on each of these factors. For raw scores see Appendix 10.

Results and Discussions

While tests of significance were not applied to these data owing to the fluctuation in the number of responses for each item (see Appendix 10) an inspection of Table 6 reveals that parents rated the students highest on "workability", closely followed by students; with teachers' and employers' ratings much lower. Items such as "Are you interested in your job"? and "Can you work without being supervised all the time"? were included in this factor.

On factor 2 (personal/social) which contained items such as "How clean and neat are you"? and "Do you stand up for yourself"?, students and parents again rated higher than either employers or teachers. The "sociability" dimension (Factor 3) with items such as "How well do you get along with other workers"? and "Are you honest and trustworthy"? was rated highest by parents and employers, followed by students and then teachers. Of the four groups, teachers rated the student lowest on the "educational" factor which contained items such as "How well do you write"? and "How well do you read"? Parents and employers were a little more optimistic with students having the highest regard for their educational talents. Despite the widely publicized pessimism of employers for the declining educational standards of young people, it was significant that a large number of employers were unable to comment upon the educational performance of the students in this program. (See Appendix 10).

Possibly the most interesting observation overall is that teachers and employers appear to have, on most occasions, a more conservative opinion of the students than either the students or their parents on each of these factors. This was particularly pronounced on the "workability" dimension. These results, coupled with those of the Burke and Sellin Self Concept as a Worker Scale, may indicate that, despite a large number and variety of work experiences, the students and their parents have an inflated view of the students' personal/vocational status. Of course, these results must be interpreted cautiously for the checklist does not necessarily constitute a valid nor reliable measure of "employability".

Table 6: Ratings on Personal/Vocational Checklist

RANK	Factor 1 Workability			Factor 2 Personal/Social			Factor 3 Sociability			Factor 4 Educational		
	Group	$\bar{X}$ Score	S.D.	Group	$\bar{X}$ Score	S.D.	Group	$\bar{X}$ Score	S.D.	Group	$\bar{X}$ Score	S.D.
1	Parents	50.5	7.9	Students	20.4	5.4	Parents	21.9	1.7	Students	16.0	3.0
2	Students	48.2	7.3	Parents	20.2	2.3	Employers	21.7	2.5	Parents	13.5	3.8
3	Teachers	41.1	7.0	Employers	18.8	3.0	Students	20.8	3.7	Employers	13.3	1.8
4	Employers	37.9	7.2	Teachers	17.9	2.9	Teachers	19.6	3.4	Teachers	12.5	4.0

4.3 ATTITUDES OF GROUPS TOWARD THE PROGRAM

4.3.1 SUMMARY OF TEACHER OPINIONS CONCERNING ASPECTS OF THE WORK EXPERIENCE PROGRAM

Teachers attached to Minerva Street School were asked to complete a nine-point questionnaire concerning aspects of the Work Experience Program. Questions and a summary of the teachers' responses are as follows. Original replies are to be found in Appendix 11.

Question 1: What is the most desirable feature of the program?

The majority of the responses stressed that the realism of the work situation afforded students the opportunity to develop the greater maturity of outlook and the responsibility necessary for independent living. Also mentioned was the usefulness of the interaction of the school with the community.

Question 2: What is the most important change, if any, you would make to the program?

An underlying theme appeared to be a perceived lack of communication among staff. For instance, one teacher felt that the Junior School should be more informed concerning what was happening with the program.

A second recommendation was that a greater emphasis should be placed upon tailoring the program to individual needs. The view was also expressed that greater use could be made of feedback from the work experiences to develop individual programs at the school level.

There appeared to be some differences of opinion concerning the organization of the supervision of students who were at work.

These comments highlight the need for a thorough and frank staff analysis of the mechanics of the program.

Question 3: How has the program helped your work?

Higher motivation among students was noted. Staff, too, found that they were able to set more meaningful goals and objectives in the light of feedback from the students' experiences. Thus there was a greater integration of school courses with the 'real' world.

Question 4: Has feedback from the students' out of school activities helped you plan your classroom work? If 'yes', give an example.

The majority of responses were positive to this question. Specified examples of the usefulness of feedback concerned academic skills such as reading and social competence skills such as independent travel. Also mentioned were assertive training and problem solving skills.

Question 5: What is the most significant change you have seen in the students' social, academic or work skills behaviours since the programme commenced?

Almost all responses mentioned the way the students had gained added maturity and self awareness during the program. Students appeared more confident, yet realistic, about their future work roles.

Question 6: Would you like to see the program continued? If 'yes', why?

Responses were unanimously in favour of the program continuing. Reasons given included:

a) greater enthusiasm of students
b) a more realistic laboratory in which to test out the students' performance and the training provided by teachers and parents.
c) gives students a range of job experiences so that they can better identify the area in which they would like to work.
d) lessons become more significant and dynamic for students and staff.
e) helps to make employers more aware of the problems and strengths of these students.

Question 7: What additional resources, if any, would you see the program requiring if it were to be continued?

Two respondents expressed the need for at least one female member of staff to be more integrally involved in the program. Three teachers saw the need for a full time resource/community liaison officer on staff with necessary ancillary back up services. Two respondents saw the need for some change in the financial arrangement concerning students being paid for their work and workers' compensation coverage.

There was some support for a more intensive pre-work experience program so that students may be better prepared for the 'real' environment.

Question 8: How can the effectiveness of a Work Experience Program be best measured?

A large number of teachers indicated that success could be gauged from the number of successful job placements that were made. Also mentioned was the increased enthusiasm for work and academic skills of the students. One commented that success or failure should be best measured in terms of the school's existing aims and objectives.

Another teacher suggested a traditional pre, post-test research design where objective tests in a variety of skill areas would be administered to the work experience group and to a control group to test for any differences in outcome. The same teacher had reservations about the usefulness of rating scales such as the Personal/Vocational Checklist.

Another respondent was critical of the use of 'clinical' type tests. Mention was also made of the positive effects the program had upon parent enthusiasm and employer reaction.

Question 9: Do you have any additional comments you would like to make?

One teacher reiterated the need for more feedback to all teachers, particularly those in the Junior School. Another suggested that the program could be better integrated into the school's total program, particularly by an earlier identification of critical problem areas such as dexterity and communication.

Conclusion: Overall, the responses indicate a thoughtful awareness by the staff of the strengths and weaknesses of the program. Areas that staff attention may be directed to include:

a) organizational problems including staff deployment.
b) a more precise identification of the students' needs prior to entry to the program so that it may better cater for individual differences.
c) In-service training to develop more sensitive evaluation

procedures. Weaknesses in the current evaluation exercise, which will be dealt with more fully later, were the delayed commencement of the exercise and the failure of the evaluation consultant to inform staff more adequately of the philosophies underlying the systems approach. This was reflected in the responses to Question 8.

d) An indication of the lack of communication among staff may be the relatively few comments recorded about the Technical College component of the program. Perhaps this was the fault of the survey which tended to direct attention more towards the Work aspect of the program.

4.3.2 SURVEY OF EMPLOYER ATTITUDES TOWARDS WORK EXPERIENCE PROGRAM

A small sample of 8 employers and 1 Technical College teacher was surveyed concerning their attitudes toward the program. See Appendix 12 for sample form. Questions and responses were as follows:

1. Have there been any noticeable benefits to,
   a) the student?
   All responses were in the affirmative. Comments included "Improved work ability"; "Helps communication with other workers at an early stage of employment"; "Improved as workers generally"; "Understands work procedures, e.g. punctuality"; "Gives more experience in using tools and equipment - broadens practical skills and gives confidence".
   b) the employer?
   Most responses were in the affirmative. Some employers saw the program as a community service. Another said it would be an asset to have students who were keen and able to learn work skills. Two saw the program as being of help to them in understanding better the problems of students and provided an opportunity for them to appreciate the differences in abilities of students.
2. Are there any changes you would make in the program?
   The basic change recommended was for block periods of work experience, but care must be taken not to generalize this finding owing to the size of the sample. The Technical College teacher suggested that the selection of the teacher at the College was of crucial importance owing to the constant supervision the students needed.
3. Have you and your staff become,
   a) More understanding of the problems of our students?
   All answers were affirmative.
   b) Aware of any marked deficiency in the work performance of our students?
   Deficiencies noted were: mathematical ability, communication, time-telling skills (digital clocks), concentration.
   c) More or less convinced of the effectiveness of the program?
   The majority of responses indicated that participants were more convinced rather than the same or less.

4. Would you like to see the program continue?

   All responses were affirmative.

   The Technical College teacher recommended that other schools in the area should be included.

4.4 SOCIAL AND PERSONALITY FACTORS

4.4.1 ASSESSMENT OF SOCIAL AND PREVOCATIONAL AWARENESS

Introduction

Developed specifically as a test to measure on going progress and outcomes of high school work-study programs in the Oregon Board of Education District, the Social and Prevocational Information Battery (SPIB) (Halpern et al, 1975a) was administered to those students who were still conveniently available towards the end of the work-experience program.

The SPIB, which consists of nine subtests, was designed to assess a student's awareness of social and prevocational information along six long range dimensions or goals. These, together with the sub-tests of the Battery, are as follows:

Long Range Goal	Sub-test
Employability	Job-search skills Job-related behaviour
Economic self-sufficiency	Banking Budgeting Purchasing
Family	Home Management
Living	Physical Health care
Personal Habits	Hygiene and grooming
Communication	Functional Signs

A full description of the rationale of the development of the test, including statistical and measurement properties, may be found in Halpern et al (1975b) and Irvin and Halpern (1977). Of particular merit are the indications that the Battery may be used for student screening, monitoring of student progress or for outcome evaluation. Again, owing to the late commencement of the augmented evaluation, it was not possible to use the Battery effectively for the first two situations, but an assessment of the final outcomes was possible.

Procedures

Firstly, some minor adaptations were made to various sections of the Battery to accommodate specific North American situations which were inconsistent with Australian usage. As the test is orally presented, reading difficulties presented no problem when the various sub-tests were administered by a research assistant. It was neither practical nor desirable to present the total Battery on a single day and consequently the number of students tested on the various sub-tests ranged from 12-23.

Results and Discussion

Mean percent correct scores, together with standard deviations and range of percent scores are found in Table 7 It is interesting to note that these mean scores fall between the Junior High Level and Senior High Level scores of the Reference Groups cited by Halpern et al (1975a) in the SPIB manual. However, the Minerva Street School sample is characterized by the very large range in its scores on all sub-tests. This was particularly noticeable on Budgeting which had a mean percentage correct of 64.6%; S.D. of 19.1, and a range of 27.3% - 90.9%. Although the group results indicate areas such as Budgeting and Home Management which may require overall attention, the greatest value of the Battery is to be found in an analysis of individual profiles for subsequent program implementation.

TABLE 7 : Results of Social and Prevocational Information Battery; Post Work Experience Program

Sub Test	$\bar{x}$ % Correct	S.D. %	Range %
Purchasing Habits	72.1	13	47.1 - 94.2
Budgeting	64.6	19.1	27.3 - 90.0
Banking	67.5	13.2	29.0 - 87.1
Job Related Behaviours	71.5	12.7	50.0 - 90.0
Job Search Skills	67.2	15.0	34.4 - 87.4
Home Management	60.0	13.9	30.3 - 78.8
Health Care	70.7	12.1	51.9 - 88.9
Hygiene, Grooming	68.9	16.5	38.5 - 92.3
Functional Signs	73.1	13.1	34.6 - 96.2

Unfortunately, owing to the relatively small number of students who completed the total Battery, it was not feasible to compare outcomes on the SPIB with employability ratings given by the Vocational Guidance Bureau. Studies by Halpern et al (1975b) and Irvin and Halpern (1977) indicated canonical correlations of the order of .6 between ratings by Vocational Rehabilitation Counsellors and scores on the SPIB. While this suggests that the test may have some use as a predictor of employability, it would be useful to explore what adaptations the Battery may require to refine its predictive and concurrent validity.

At present the greatest value of the SPIB for schools conducting pre-vocational programs lies in its use as a screening to highlight areas of weakness in individual students. Additionally, it could provide a sensitive test of ongoing pupil progress; a feature often lacking in current programs.

A final caution is that an ability to respond appropriately on this test does not necessarily indicate that the student can perform the task or skill in a 'real' setting. Generalization problems such as this are currently the focus of attention in both basic and applied research settings; the results of which will be eagerly welcomed by practitioners.

4.4.2 SELF CONCEPT OF ABILITY AS A WORKER

Owing to the explicit vocational nature of the Work Experience Program it was decided to administer, as one of the outcome measures, the Burke and Sellin (1972) Self Concept of Ability as a Worker Scale. Had the Augmented Evaluation Program commenced earlier, it would have been useful (using pre and post-test measures) to have monitored changes, if any, in the students' responses on this scale. However, it was possible to compare the results of a small group of the Minerva Street students (N=11) who were still at school with those of a group of slowlearners (N=16) at a nearby regular secondary school. The average age of the high school sample was 174.9m which, at the time of testing, was approximately 6m younger than the Minerva Street sample; while the mean I.Q. (on a group test) of the high school sample was 84.2 (range 78-92) which was approximately 17 points higher than the mean score (on an individual test) of the Minerva Street group.

The Burke and Sellin (1972) Scale was adapted from the General Self-Concept of Academic Ability Scale (Brookover et al, 1962, 1965, 1967). As the directions accompanying the test (cf Appendix 13) indicate:

> *This scale is to be used as an aid in teaching and counseling the educable retarded adolescent. It is not a screening device to include or exclude individuals from vocationally oriented programs. The scale should be used as an aid to a teacher or a vocational placement worker, not to indicate whether or not an educable mentally retarded student is ready for a work placement but rather to indicate (a) the kind of classroom activities which should be devised to support the youngster as he prepares himself to enter the world of work, (b) the kind of job that should be selected specifically as it relates to the perceived ability of the youngster, and (c) how much supervision a youngster will need when he is placed on a job.*

Utilizing an interview technique, the scale elicits responses to statements across four areas; general self concept of work ability, and perception of work ability, by significant others such as parents, a friend and teacher. Each item has provision for a response ranging from 5 for the highest or best perceptive to 1 for the lowest or poorest. Scores are reported for each of the four sections, together with a total score. The higher the score the greater is the student's perception of his ability as a worker or his perceptions of how significant others view his ability as a worker.

RESULTS AND DISCUSSION

Table 8 contains the results for the two samples across each of the sections plus their total scores.

TABLE 8: Comparisons of Scores on
Burke and Sellin Self Concept as a Worker Scale

M = Minerva Street School
H = High School Slow Learners

Subscale		$\bar{X}$ Score	S.D.	p Mann Whitney
General	M	35.0	6.0	* *
	H	29.4	3.5	
Parent	M	19.7	6.2	*
	H	16.5	4.4	
Friend	M	19.5	4.2	
	H	16.4	2.9	*
Teacher	M	20.9	3.2	**
	H	16.8	3.3	
Total	M	95.2	17.9	**
	H	79.1	12.1	

** $p < .01$ (1 tail)
* $p < .05$ (1 tail)

Inspection of these scores reveals that the Minerva Street sample was significantly higher in its perception of its ability as workers, in all sections of the scale, than the high school group. These data must be interpreted cautiously, however, for a number of conclusions may be suggested. Firstly, it could be inferred that the Work Experience Program may have contributed to the more positive results of the Minerva Street sample. For this to have been substantiated, a number of variables such as other differences between the two schools should have been controlled. In other words, the same results may have been obtained whether or not the work experience program had been in operation owing to the general effectiveness of a special school program. While comparison studies of the self concept of handicapped students in special schools, special classes and regular schools are equivocal in their findings, recent work (cf Gottlieb, Semmel and Veldman, 1978) suggests that groups such as slow learners in high schools experience severe social rejection which may adversely influence their self-concept development.

Another interpretation could be that the High School students may have had a more realistic view of their self concept as workers. Differences in age and I.Q. between the samples may also have affected the results. Another problem is that only those students of Minerva Street Work Experience Program who were still at school at the time of testing were sampled and their results may not reflect the pattern of the total number of participants in the program.

Despite these reservations, a comparison of the Minerva Street results with those obtained on a similar population in a Work Preparation Centre (W.P.C.) (Riches, personal communication) indicate a parallel pattern. Furthermore, the W.P.C. sample showed an upward trend as a result of its participation in social programs. A recurring theme in the literature concerning the vocational preparation of the mildly handicapped is the need to program specifically for realistic goal setting and the fostering of an appropriate self concept. As in all aspects of such programs, it cannot be assumed that mere exposure to work situations will necessarily bring about change and here instruments such as the Self Concept as a Worker Scale may prove useful as an evaluation tool.

4.5 COMPARISON OF VOCATIONAL GUIDANCE BUREAU RATINGS WITH EMPLOYMENT OUTCOMES

Predictive ratings, together with outcome information, are available for 24 students who participated in the program. As indicated on p16, the Vocational Guidance Bureau ratings were on a 4-point scale ranging from A for jobs learned by practice in the work itself and requiring moderate versatility to D for terminal sheltered workshop placement.

For five students (21%) outcome placements exceeded the predictions. Of these, three were rated D, with outcomes being either B or C. The remaining two in this category were rated B, but obtained A level employment. Eight predictions (33%) were reversed, including four who were unemployed at the end of the program. In each of these cases poor parental support was a significant contributing factor to the ultimate outcome. In two of the remaining cases in this category a prediction of B resulted in an outcome of C; one with a rating of A resulted in B and one with C had an outcome rated D. In eleven (46%) cases the prediction was the same as the final outcome.

Obviously, the clinical assessments used by the Vocational Guidance Bureau cannot account for variables such as parental support and, if the four cases who were unemployed were added to the eleven accurate predictions, it is seen that 62.5% of the predictions proved reliable. A particularly interesting point, however, is that three students whose prognosis was terminal sheltered workshop obtained positions in "higher" categories.

Surely, one of the aims of Work Experience programs should be to upset the predictions of clinical assessments, particularly those which purport to place a ceiling upon the student's potential performance. There is a need, too, to develop more reliable and valid instruments for the initial screening and subsequent program planning for students who are intellectually handicapped.

CHAPTER FIVE

CONCLUSIONS:

Possibly the most significant factor to emerge from this augmented evaluation exercise was the way the study assisted the project director and his staff to systematize further their approach to work experience programs. This particular program was not the first conducted by the school for it was one of the initiators of such schemes for handicapped adolescents. However, this particular program has demonstrated very clearly how a school may effectively integrate traditional school based activities, technical college courses and real work experiences to provide a total program which goes a long way in meeting the established needs of the students.

As the project director stated earlier, the school resisted the temptation to implement a narrow program which would have concentrated unduly upon the vocational training aspects of independent living.

A factor which militated against an even more successful realization of the aims of an augmented evaluation was the delay in the establishment of the evaluation exercise. Unfortunately, the project was well under way before the evaluator and the project director were able to consult on the design of the study. This had the effect of limiting the opportunity for any pre-post test comparisons to be made, but more importantly, the delay made it difficult to establish the baseline conditions operating at the commencement of the program. Furthermore, the task of identifying particular student needs and the specification of instructional objectives for the various project components were also made more difficult.

Dynamic Nature of the Program

However, the flexibility afforded by a systems design enabled the exercise to proceed relatively smoothly, for inherent in this approach is the recognition that one is dealing with a dynamic and not a static situation. Hence, aims and objectives were being continually revised as particular needs arose. An example was the way the school established a more intensive mathematics program on the basis of feedback from other sections of the program.

Evaluation of Outcomes

The detailed outcomes for each student in the various project components demonstrated their relative effectiveness when compared with the stated aims and objectives. It is notoriously difficult, however, to establish a criterion of "success" in habilitation and vocational training programs, particularly during a period of chronic youth unemployment. Quantitative indices of open versus sheltered employment, employment versus unemployment, or number of jobs held are often quite misleading; and more sensitive, qualitative indices such as the degree of personal and social adjustment are needed. But of course these are far more difficult to define and measure, Success, too, is a relative term and it should be perceived in relation to the student's initial characteristics and needs. Whereas full, open employment may be a desirable aim for one student, for another an activity therapy centre program may be a more appropriate short term outcome.

It is here, too, that a systems approach to independent living programs is of particular value for the progress of each student is being continually monitored in a test-teach-test fashion. In this way predictions of the possible outcomes for each student are being continually re-evaluated in contrast to the earlier, more traditional approach which sought, on the basis of a battery of tests, to determine the "employability" of a student. The comparisons between Vocational Guidance Bureau predictions and outcomes by students in this project highlight the hazardous nature of this approach.

Criterion-Referenced Testing

An aim which was not fully achieved in this study was the construction and utilization by the school staff of adequate criterion-referenced tests for the various program components. However, an important precursor to this is specificity in objective writing and a measure of success was obtained here. Although evidence supports the utility of criterion-referencing testing, together with a mastery learning approach for those with learning difficulties, there is still a resistance by teachers to embrace this form of evaluation. Perhaps the fault lies with their initial teacher training programs. Nevertheless, there are encouraging signs that the school is aware of this need, illustrated by the way various checklists were refined during the course of the current project and the recommendations made by individual teachers concerning methods of evaluation. Here the SPIB may be a useful model to follow.

Technical College Course

This was a new aspect of the school's work experience program and it demonstrated how community facilities may be utilized to advantage. Just as important as the skills learned by the various students was the change in attitude towards the intellectually handicapped by the technical college teachers. They perceived that many of these students could learn skills to a level commensurate with their "normal" peers. This part of the program also enabled students to experience a form of education hitherto denied them. The call by one technical college teacher for more schools to become involved in a similar way is encouraging, for the Department of Technical and Further Education has a lot to offer the various handicapped groups in the community.

Attitudes of Teachers to the Program

Another encouraging outcome was the unanimous consensus among the staff that the program should be continued. The staff perceived the realism the program brought to the school's activities to be its strongest point. Its major criticism appeared to be directed towards organizational problems, but these seem to be appreciated and accounted for in a revision of procedures which are contained in Appendix 14. However, there may be a need to involve the junior school more fully in the refinement of the school's aims and objectives particularly as the emphasis in habilitation programs is rapidly shifting from work experience per se towards preparation for independent living in a much wider sense.

Although the staff felt that the program aided the students in having a more realistic view of the world of work, the results of the Personal/Vocational Checklist indicated that both students and parents generally had higher opinions of the students' personal/vocational characteristics than either employers or teachers. This, however, was not an unexpected finding given the more realistic frame of reference teachers and employers would generally use.

Emotional Adjustment

As indicated above, indices of emotional adjustment and quality of life dimensions must be included in the evaluation process, despite the difficulties of deriving adequate instrumentation. The results obtained from the Self Concept of Ability as a Worker Scale are equivocal for it is difficult to establish what is an optimal level of self-concept. More objective measures may be called for, but as pointed out, it is difficult to accomplish this for introspective qualities such as "self-concept". This present study has contributed, however, to the data base from which an Australian validity and reliability study may be conducted.

Advantages of a Systems Model of Evaluation

Although one can seldom achieve the ideal form of program evaluation in an applied setting, it is hoped that this account may encourage others to adopt a similar approach to action, school-based research. Experiences gained from this study suggest the following advantages of a systems approach when compared with a more traditional goal-attainment model:

a) in contrast to other forms of evaluation it reduces the threatening nature of evaluation and engenders a co-operative spirit rather than a defensive one.
b) it is more client oriented.
c) it does not ask the question did it work, but rather why did it work?
d) fail/safe mechanisms are built in to minimize the possibility of failure.
e) it allows for more effective replications; that is, it affords a greater opportunity for research to be translated into practice.
f) it encourages longitudinal studies wherein both the quantitative as well as the qualitative aspects of a person's vocational, personal and social adjustment may be more adequately determined, providing a more sensitive metric of the program's utility and effectiveness.
g) in contrast to the goal-attainment model which is concerned with the degree of success in reaching a specific objective, the systems model establishes the degree to which the organization realizes its goals under a given set of conditions.
h) it maximizes the probabilities that there will be a greater correspondence between job requirements and the individual's requirements.

Finally, it is suggested that the systems model is highly appropriate for an augmented evaluation as the evaluation mechanism becomes intrinsic and is something to which all members of the project team can intimately relate.

REFERENCES

ANDREWS, R.J. Employment of the mildly mentally retarded: Preparation placement, and promise. In N. Rigby (Ed.) The Retarded - Pensions or Progress, Canberra: Australian Association for the Mentally Retarded, 1973.

BOCHNER, S. Ayres sensory integration and learning disorders: A question of theory and practice. The Australian Journal of Mental Retardation, 1978, 5, (2), 41-45.

BRODY, J.F. A note on instructional evaluation. Education and Training of the Mentally Retarded, 1976, 11, (3), 251-253.

BROLIN, D.E. Vocational Preparation of Retarded Citizens, Colombus, Ohio: 1976.

BROOKOVER, W.B., ERICKSON, E. and JOINER, L. Self Concept of Ability and School Achievement, III, (Co-operative Research Project No.2831, U.S. Office of Education) East Lansing: Human Learning Research Institute, College of Education, Michigan State University, 1967.

BROOKOVER, W.B., LePERE, J.M., HAMACHED, D.E., THOMAS, S. and ERICKSON, E.L. Improving Academic Achievement Through Students' Self-Concept Enhancement (Cooperative Research Project No.1636, U.S. Office of Education) East Lansing: Bureau of Educational Research Services, College of Education, Michigan State University, 1965.

BROOKOVER, W.B., PATERSON, A. and THOMAS, S. The Relationship of Self-Images to Achievement in Junior High School Subjects (Cooperative Research Project No.845, U.S. Office of Education) East Lansing: Bureau of Educational Research Services, College of Education, Michigan State University, 1962.

BURKE, D. and SELLIN, D.F. Measuring the self-concept of ability as a worker, Exceptional Children, 1972, 39, (2), 126-132, 145-151.

CADMAN, A. (Chairman) House of Representatives Select Committee Report on Learning Difficulties in Children and Adults, Canberra: Government Printer, 1976.

GOTTLIEB, J., SEMMEL, M.I. and VELDMAN, D.J. Correlates of social status among mainstreamed mentally retarded children. Journal of Educational Psychology, 1978, 70, (3), 396-405.

HALPERN, A., RAFFELD, P., IRVIN, L.K. and LINK, R. Social and Prevocational Information Battery. Del Monte Research Park, Monterey, California. CTB/McGraw Hill, 1975a.

HALPERN, A.S., RAFFELD, P., IRVIN, L. and LINK. R. Measuring social and prevocational awareness in mildly retarded adolescents, American Journal of Mental Deficiency, 1975b, 80, (1), 81-89.

IRVIN, L.K. and HALPERN, A.S. Reliability and validity of the social and prevocational information battery for mildly retarded individuals. American Journal of Mental Deficiency, 1977, 81, (6), 603-605.

LIMBRICK, D.N. Preparing Intellectually Handicapped People for Work - A Lifetime Placement? Paper presented at A.A.M.R. Seminar: Pensions or Progress, 1977, Melbourne: July, 1977.

MELVYN, P. Youth unemployment in industrialized market economy countries. International Labour Review, 1977, 116, (1), 23-28.

NIXON, R.A. Impact of automation and technological change on employability of the mentally retarded. American Journal of Mental Deficiency, 1970, 75, 152-155.

PAYNE, J.S., MERCER, C.D., EPSTEIN, M.H. Education and Rehabilitation Techniques, New York: Behavioral Publications, 1974,

PRESIDENT'S Committee on Employment of the Handicapped. These Too Must be Equal, Washington, D.C: President's Committee on Mental Retardation, 1969, 28.

RICHES, V. Personal communication. Macquarie University, 1978.

SCRIVEN, M. The methodology of evaluation. In R.W. Tyler, R.M. Gagne, and M. Scriven (Eds) Perspectives of Curriculum Evaluation, Chicago: Rand, McNally, 1967.

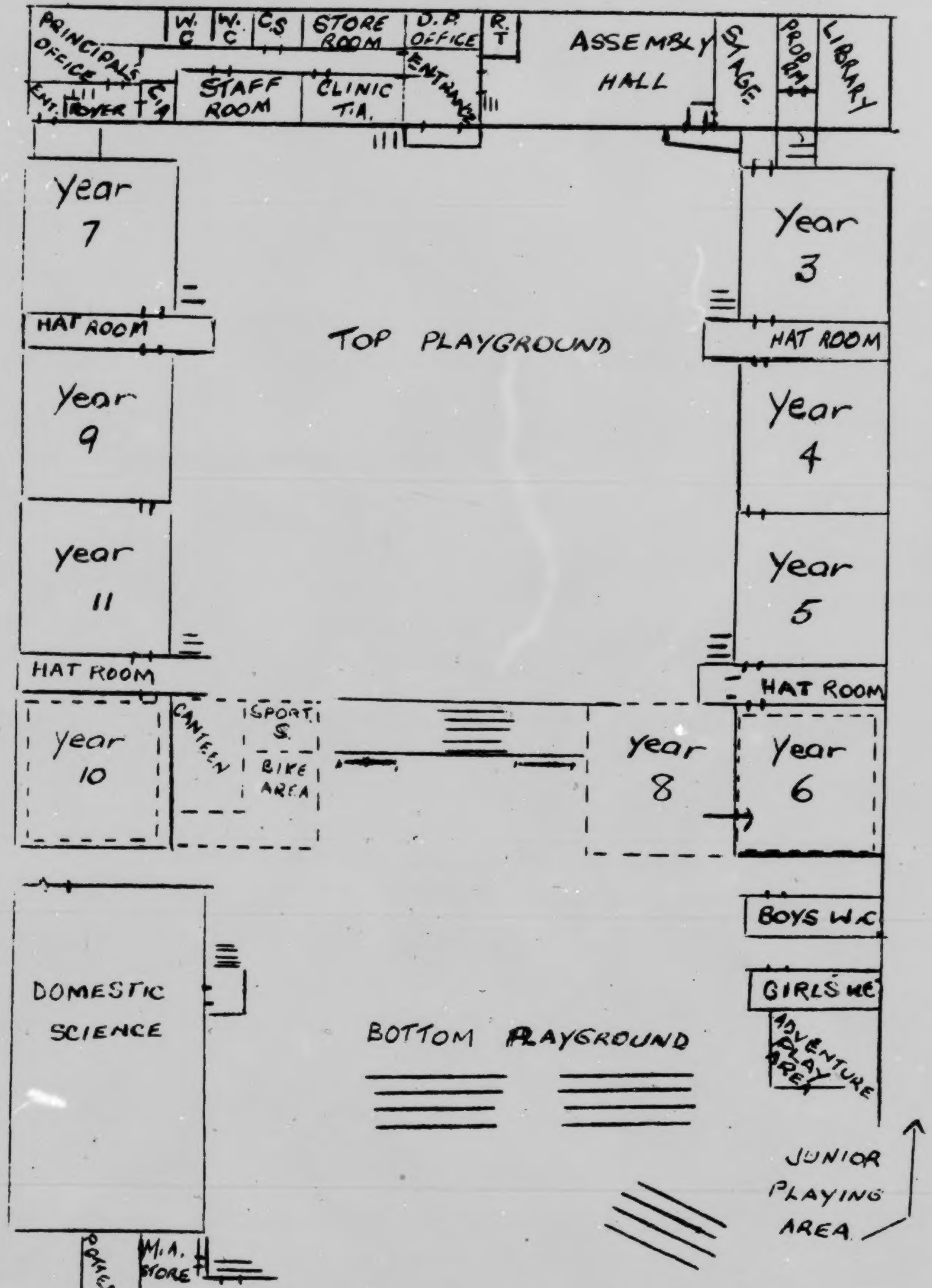
SCHULBERG, H.C. and BAKER, F. Program evaluation models and the implementation of research findings. American Journal of Public Health, 1968, 58, (7), 1248-1255.

STRICKER, P. and SHEEHAN, P. Youth unemployment in Australia: A survey Australian Economic Review, 1st Quarter, 1978, 12-27.

WALLS, R.T. and TSENG, M.S. Measurement of client outcomes in rehabilitation. In B. Bolton (Ed.) Handbook of Measurement and Evaluation in Rehabilitation, Baltimore: University Park Press, 1976.

WARD, J., PARMENTER, T.R., RICHES, V. and HAURITZ, M. Adjustment to work: A follow-up of mildly intellectually handicapped adolescents who have undergone training in a Work Preparation Centre. National Rehabilitation Digest, 1978, 3/4, In press

WELLMAN, F.E. Contractor's Report, Phase I, National Study of Guidance. Contract OEG3-6-001147-1147. U.S. Office of Education, Department of Health, Education and Welfare, 1968.


PRINCIPALS OFFICE
W.C.
W.C.
C.S
STORE ROOM
D.P. OFFICE
R.T
ASSEMBLY HALL
STAGE
PROP RM
LIBRARY
ENT.
FOYER
C.R.
STAFF ROOM
CLINIC T.A.
ENTRANCE
Year 7
HAT ROOM
Year 9
year 11
HAT ROOM
year 10
CANTEEN
SPORT S.
BIKE AREA
TOP PLAYGROUND
Year 3
HAT ROOM
Year 4
Year 5
HAT ROOM
Year 8
Year 6
BOYS W.C
GIRLS W.C
ADVENTURE PLAY AREA
DOMESTIC SCIENCE
BOTTOM PLAYGROUND
JUNIOR PLAYING AREA
POTTERY
M.A. STORE
MANUAL ARTS

Appendix 1: Plan of Minerva Street Public School

MINERVA STREET SCHOOL FOR SPECIFIC PURPOSES

A SURVEY OF SCHOOL LEAVERS - 1974

J.A. Wirth B.Sc.,Dip.Ed.,Dip.Diet.

Since 1969, 4 surveys have been carried out at Minerva St to find out how former pupils have fared since leaving school. The results have been helpful in letting present students know what opportunities are available and particularly in assessing the effectiveness of the school programme of social and vocational competence.

The original group surveyed had spent an average of 3 years at school since it opened in 1965 and were generally considered to be more capable academically than subsequent groups. However, the results of this study indicated that they were inadequately prepared to meet the demands of employment and some showed a great lack of stability in the work situation. Over 50 positions were held by 18 workers with only 6 in their original positions. The majority of these jobs were lost because the worker was too slow, unable to do the work, didn't like the work or was unco-operative. The average length of stay on the job was 3-4 months with 16 jobs being held one month or less.

The 1970 survey showed 29 positions held by 17 workers with 12 holding original jobs. Compared with the first group this meant the number of different jobs held had almost halved while the number still in their original jobs had doubled.

In the study of the third group in 1972 we saw job changes to better more interesting work and more realistic job choices.

The fourth survey in November 1974 included the first of the children who had come to Minerva St at the minimum entry age of 8 years and so had attended the maximum time. This survey is presented in detail.

SURVEY OF SCHOOL LEAVERS

Left School July 1972 to Nov. 1974.

There were 45 children in this group and for the first time it was possible to contact those students (usually about 30%) who did not reply to our letters. The time Mr. Roberts spent on this task during his project on work experience was much appreciated.

Category:

1.	Unable to contact	7
2.	At home	1
3.	Attending workshop	3
4.	Out of work	7
5.	Working	27

Category 1 (7)

Letters returned address unknown.

Category 2 (1)

1 girl - has been in mental institution - constantly running away from home - occasionally attended workshop.

Category 3 (3)

All three attending workshop were receiving pension.
2 girls had been at Civic Industries since leaving school.
1 boy - had tried open employment with only fair success - when family moved to Armidale entered workshop there.

Category 4 (7)

Job Record of Those Now Out of Work

TYPE OF WORK UNDERTAKEN	LENGTH OF TIME THERE	REASON FOR JOB CHANGE
BOYS		
1. Berts' Soft Drinks	2 yrs	Left to go to Victoria
Sinclair & Powell Pty. Ltd. (Melbourne)	5 mths	Returned home cannot find work.
- influenced by present economic situation		
2. Beare & Leys(Junior Salesman)	2½mths	Too much pressure.
Diamond Traders(Messenger)	3 mths	Had to work till 8p.m. many nights
NSW Railways (canteen)	3 mths	Had to do greasy work. Could not handle money.
St.Geo.Build.H'ware (Storeman)	4 mths	Argued with boss.
Wrightbuilt Furniture	3 mths	Retrenched
Nails Shoe Store (Salesman)	3 mths	Retrenched
Waltons Stores (Salesman)	2 mths	Too much pressure
- had poor work habits and attitudes. Transferred to Minerva St from High School		
3. Traversi Jones (Hardware)	3 mths	Could not do arithmetic
Ace Woodworking	5 mths	No work - retrenched
4. N.H. Halls (delivery boy)	5 mths	dead end job
Consolidated Press (clerk)	6 weeks	" " "
Grace Bros (Salesman)	2½mths	" " "
Dental House of Aust. (Storeman & packer)	9 mths	retrenched
- poor work habits. transferred to Minerva St from High School		
5. Jewel Food Store (Miranda)	6 weeks	Put off
Jewel Food Store (Caringbah)	5 weeks	Put off
Woolworths (dock hand)	3 weeks	Overstayed morning tea breaks
- emotionally disturbed - poor character traits for job holding		
6. "Many Jobs" - actual positions not specified	not stated	Lost position because he couldn't concentrate or was too slow.
- this boy came to Minerva St after failure at High School - needed workshop training but refused to go		
GIRLS		
1. Darrel Lea (Machinist)	12 mths	To earn more money
Making bottles	4 mths	Retrenched
- influenced by present economic situation		

Category 5 (27)

All were working independently without parental assistance or in favoured positions.

Sources of employment:

Newspaper ads	16
School	11
Friends	9
Relatives	3
Workshop	2
C.E.S.	0

It is significant that the Commonwealth Employment Service was not accredited with finding any positions for the students. Other surveys have also found this record to be very poor. There was however a big increase in the number of children placed in positions by the school. This was particularly due to the work done in this area by Mr. Roberts approaching community organisations such as Rotary, the Local council and the employers themselves. A direct labour market was gradually becoming available to the school. Moreover the students, with school training, were becoming more capable of obtaining satisfactory positions themselves.

TYPE OF WORK UNDERTAKEN	LENGTH OF TIME THERE	REASON FOR JOB CHANGE
BOYS		
1. P.M.G. (Telegram Boy)	13 mths	still there
2. Davell Products (oxywelding)	2 yrs	advancement (did only welding course at Tech
3. Dairy farm hand Fork lift driver (Marrickville Margarine	not stated 9 mths	did not like farming still there
4. Butcher J. Smith (welding) Smith Tracy Spray Works (Assembling lights)	not stated " " 1½yrs	not stated " " still there
5. P.M.G. (Clerical Asst)	6 mths	still there
6. Jewell Food Store W. Simpson - Polishing Had other jobs Namco	3 mths not stated not stated " "	not stated " " " " still there
7. Sutherland Shire Council (gardener)	2½yrs.	still there
8. Federal Products (Woodturning sanding, packing)	2 yrs	still there
9. Namco (Process Worker)	12 months	still there
10. Stewart Toyota (detailer) Flemings (packer)	2 yrs 2 mths	stirred by fellow workers still there
11. Stewart Toyota (odd jobs) Hatten Motors (mechanic)	not stated " "	wanted to improve himself still there
12. Cronulla Aluminium Windows (helping fit windows) Stair & Hand Rail (offsider)	12 mths 8 mths	left for better job still there
13. Harke & S Mahamed (wire bending)	1 yr	still there
14. Bundeena Service Station (Asst. to mechanic) Dragon Eng.(Spray Painting)	8 mths 11 mths	not enough work for full employment still there
15. Preston's Printer (asst) Australian Water Heaters (packing)	7 mths 10 mths	unable to do work - too many applications
16. Sutherland Shire Council (gardener - labourer)	2½yrs	still there
17. J. Simpson & Sons (Welding sheet metal worker)	16 mths	still there
18. Furnicraft (factory hand)	20 mths	still there

TYPE OF WORK UNDERTAKEN	LENGTH OF TIME THERE	REASON FOR JOB CHANGE
19. Duffy Electronics (Making plastic bags)	8 mths	still there
20. Panel Beating Kentucky Fried Chicken	not stated not stated	closed insufficient work. still there
21. Nevill Cush & Co. (factory hand timber yard)	2½yrs	still there
GIRLS		
1. Darrell Lea (Machinist)	18 mths	still there
2. C & C Footwear (Marking, taping)	2½yrs	still there
3. G & G Grocers (Check out)	2 weeks	too slow for check out - had been told she would work - marking goods.
Nu Garments (Machinist)	2 yrs	still there
4. Woolworths (pricing,marking, packing)	1 yr	still there
5. Duffy Electronics (Making plastic bags)	2 yrs	still there
6. Farmers, Miranda Fair. (Salesgirl)	1 yr	still there

Of these 27 workers, 16 held their original positions, 4 had left to take up a better job and 3 had started in a job for which they were not suited, subsequently leaving to settle in more appropriate employment.

This improvement in work record is being further enhanced by the work experience program commenced this year giving students a change to try out various occupations one day per week. This "on the job" experience has added new depth and meaning to all class lessons on social competence and vocational preparation as well as making employers aware of the children's capabilities.

It will be most interesting to assess its long term benefits in the next school leavers' survey.

The survey also asked questions concerning hobbies, sport played and membership of clubs to obtain some idea of their social adjustment.

There is a great need for leisure time activities for these children and to this end a sports programme is being developed by Mr. Best at Minerva St. to introduce them to ten pin bowling, badminton, squash, golf, bush walking, as well as Soccer, swimming, cricket, netball and softball. Meetings of parents, pupils & people involved with sporting bodies & clubs are also planned.

Belong to Clubs - 10 children

Types - Police Boys' Club (2)
Church Fellowships (5)
Youth Club - Caringbah Community Clinic (2)
Rifle Club (1)
Miranda R.S.L. Youth Club (1)
Mini Bike Club (2)
Soccer Club (1)

Play Organised Sport - 8 children

Types - Soccer (3)
Weight Lifting (1)
Tennis (2)
Canoeing (1)
Swimming (1)

Have Hobbies - 28 children

Types - Playing records (7)
Motor Bike Riding (7)
Gardening (2)
Woodwork
Stamp collecting
Coin collecting
Working on cars (3)
Model cars (1)
Fishing (2)
Surfboard riding
Photography
Keeping birds
Cooking (2)
Knitting
Crochet
Dancing
Mini bike riding
Piano
Model planes

Parents were asked what subjects and skills taught at school they thought had been of most use to their children since they left school, and also if there was anything else which they felt would be helpful in the work situation if taught to present pupils at school.

Skills taught at school which parents thought most useful

1. Reading (7)
2. English (1)
3. Spelling (1)
4. Arithmetic (3)
5. Handling money (1)
6. Home Science (4)
7. Sewing (2)
8. Manual Arts (3)
9. Metalwork (2)
10. Woodwork (5)
11. Writing (1)
12. Handcrafts (1)
13. Excursions (travelling) (1)
14. Academic skills (1)
15. Social competence (3)

Suggested areas of emphasis (parents)

Vocational preparation (8)
Building self confidence (6)
Further training after school (remedial) (2)
(tech)
Attendance at Workshop before starting work
Making student feel their job is important
Learning to mix with people
Learning to cope with emergencies
More reading
More maths
Maths to Basic Trades standard
Deportment
Dress sense
Social graces
Elocution
Sport to take up on leaving school
Upgrading status of the school
Punctuality
Services of full time speech therapist
Storeroom procedures
Safety in workshop
Extension of individual training
Typing for girls
Modern dancing
Sex education
Oral expression

SURVEY OF SCHOOL LEAVERS - 1976

MINERVA ST. S.S.P.

J. Wirth

The following information is collated from the fifth survey of school leavers carried out at Minerva St. to find out how former pupils have fared since leaving school. They have been done every 2 years since 1968.

The results have been helpful in letting present students know what opportunities are available and particularly in assessing the effectiveness of the school programme of social and vocational competence.

The original group surveyed, who had left up to 1968, had spent an average of 3 years at Minerva St. since it opened in 1965, and were generally considered to be more capable academically than subsequent groups. A number sent from High school were behaviour problems. However, the results of this study indicated that they were inadequately prepared to meet the demands of employment and some showed a great lack of stability in the work situation. Over 50 positions were held by the 18 workers in the group with only 30% in their original positions. The majority of these jobs were lost because the worker was too slow, unable to do the work, didn't like it, wouldn't do it, was uncooperative or couldn't get on with workmates. The average length of stay on the job was 3-4 months with over 30% of the jobs being held one month or less. They could fill many different types of unskilled jobs but did not have the social or vocational skills to keep it.

The replies received from this original group, now aged 24-25, show they have steady employment, working at such jobs as florist, packer, shop assistant, wood turner, lift driver, cleaner. Even the boy who originally had 10 different jobs in as many months seems to have settled down. He has worked for the same firm for the past 3 years, first as a truck offsider now a truck driver. But it has taken over 7 years.

The results of the group who left prior to 1970 showed that compared to the original group of leavers, the number of job changes had halved and the number still in their first position had doubled. Of the girls in this group, now aged 23, one is still in the workshop and the rest have left the workforce. Of the boys all but one are still in the same employment, some up to 8 years. This boy was retrenched from his original job in 1975, now has similar process work. These boys who kept in touch had much parental support and guidance and they settled almost immediately into the work force. We have either lost touch with those who had difficulties, they move leaving no forwarding address or they haven't answered my letter. The girls, however, are another story and I will come back to them later.

In the study of the third group who left between 1970-1972 we saw job changes to better more interesting work and more realistic job choices. Of these young people, now aged 21-22, half still have the same job, 30% have changed to similar work in another place of employment. One girl is still in the workshop and another has left work. Again we have probably heard mainly from the success stories.

The fourth survey of the 1974 leavers included the first of the children who had come to Minerva St. at minimum entry of 8 yrs and so had attended the maximum time. These were the 18 yr. olds who started in 1965.

It was also possible, thanks to Mr. Roberts, to contact those students (usually about 30%) who did not reply to our letters, and so we had a more valid picture. Approx. 75% of them were in open employment and of these more than half were still in their original jobs. 11% had left to take a better job, a similar number had started in work for which they were not suited, subsequently leaving to settle in more appropriate employment. A further 10% had to seek alternative employment due to the economic environment - there was insufficient work where they were. One left because fellow workers tormented him. This was the only one who gave this reason for leaving. Originally this inability to get on with people came up time and time again.

Over 25% of these positions were found through school contact, 40% newspaper ads and the rest relatives and friends.

Although the work experience programme had only begun that year, the "on the job" experience had added new depth and meaning to all class lessons on social competence and vocational preparation.

Employers were also becoming more aware of the children's capabilities and the school was in some ways assuming the role of an employment agency. The C.E.S. did not place any students and only rarely were they listed as sources of employment in other surveys.

Of the remainder of the 1974 group, 8% were in the workshop and 18% were unemployed. The economic situation accounted for half the unemployment. The other students had all transferred from high schools and were put off, for such reasons as lack of concentration, slowness, arguing with the boss, inability to cope with the pressure of the work.

This supported our belief that transfer to special school at high school age is far too late to really provide any long term benefits for the child, particularly as most of them are behaviour problems.

This group are now aged 19-20 and 85% have replied to our recent survey. Out of this number, 60% are working and, of these, 60% are still in the same job. The remainder have been retrenched but now have similar jobs or have taken a better job. One went to the workshop after being put off.

Another was put on a slow workers permit in a timberyard because he couldn't handle all the machines. He left to take up a lawn mowing job.

Another unemployed at the time of the previous survey now has a job landscape gardening.

So, despite the odd failures, the majority of these children have maintained employment in this time of serious unemployment and this would be attributed to the school's contact with employers, particularly during the first period of settling in, and the child's awareness of what being a good worker meant.

We have heard from about 70% of the group who have left in the last 2 years and who were involved in the beginning of the work experience scheme. Of these, 67% are in open employment, 23% in the workshop and 10% are out of work.

Compared to the previous group the number placed in outside employment has been maintained, the number who are now accepting the workshop as a viable alternative has increased and the percentage out of work has dropped.

Of all the positions the workers have held, 60% were found through the work experience programme, 15% through newspaper ads, 25% relatives. Half of them still have their original work experience job. Others said they found the work too rushed and moved to a position they could handle better. Some were retrenched but still managed to find similar work elsewhere.

As with the 1974 survey, we are seeing the increased role of the school in the placement process. Also significant, is the continuing use made of newspaper advertisements. The results also show a need to continue to involve students in as wide a variety of vocational choices as possible as most causes of failure were due to poor selection.

While unemployment is high, parents and children alike appear to be more accepting of the sheltered workshop as suitable place for rehabilitation and work preparation. This was not the case in the past.

With the trend to integrate the ordinary slow learner into High Schools and placement of the multiply handicapped in Special Schools, there is surely a particular need for vocational preparation and work experience for these children in all High Schools.

In this year's survey I decided to look more closely at school leavers social relationships, hobbies, sport and leisure time activities.

Of the first group of 24-25 yr olds, 2 girls are married and appeared settled and happy. Of one the mother wrote - "her home is her main hobby, they have many friends whom they visit and entertain, and together they have a bright future".

Another girl with her parents does work amongst Asian refugees through St. Vincent de Paul. This has given her a lot of confidence and developed an interest in travel.

Of the boys, one has no friends, the others have regular outings with mates their own age, going to football matches, bus trips, etc. Only occasionally do they go out in mixed groups.

Two have their own car, one his own flat. Two belong to the local Leagues Club and R.S.L.

Although these boys had good steady jobs,it appears to be the girls who find it easier to make social contacts. Perhaps this is because boys are required to take the initiative for the establishment of relationships and they do not have these skills.

In the second group of 23 yr olds the girl who is still in the workshop said she had an outing with a girl friend maybe once a month to old time dancing.

The rest of the girls are not longer working. One is living with a boy friend on Social Service. Another has left home many times since she was 16 to live with various friends, and has been in and out of work.

Her mother has not heard from her for about a year but said she had had a baby and that as far as she knew it was now adopted. Her mother refuses to have her home again.

Two were sisters and no longer live at home. Their mother wrote that she had not heard from one of them for a couple of years and the other had not been in touch for some time and had been out of work.

Two are married. One has a new baby and appears to be coping well. Her husband does all the managing of finances, etc., and decision making. They have no friends.

The other has refused to contact her family for the past 2 years and they don't know where she and her husband live.

Although the boys had a good work record 2 had no friends at all. The others had friends their own age and occasional outings with girl friends as well.

They went to dances, sporting matches, car outings.

Half belonged to licensed clubs, only one said he played sport - squash.

The only hobbies were photography, model making, and playing records.

The third group are teh 21-22 yr olds. One girl is married, has a baby, is paying off a unit. She is managing very well.

One of the boys is married and has 2 sons. He regrets leaving school at 15. He realises he would have a better job if he could read and write, and cannot leave his wife to attend evening classes.

Two boys have no friends their own age.

One girl occasionally has an outing with friends at a church picnic but no other interests.

The others have friends their own age whom they see occasionally to regularly at dances, football matches, etc.

The sport they played included squash, cricket, golf, snooker, soccer, weight lifting.

60% belong to the R.S.L. Leagues Clubs.

Of the 19-20 year olds in the fourth group, only 25% (all boys) had friends their own age. So 1 in 4 say friends on a regular basis, whom they generally saw weekly.

60% said they had friends but saw them rarely.

15% had no friends.

Sports listed included surfing, surfboard riding, soccer, tennis, physical culture, fishing, judo.

5 of the boys listed cars as their hobby. Car maintenance course paying off.

If we look at the social activities of the most recent group of school leavers, the 17-18 yr olds, we find that none of the 40% who were in the workshop have friends their own age, one plays with younger children. Half of them find hobbies in such activities as needlework, rug making, gardening, listening to pop music. One goes to jazz ballet at the Y.M.C.A., another listed swimming and cycling as his sport.

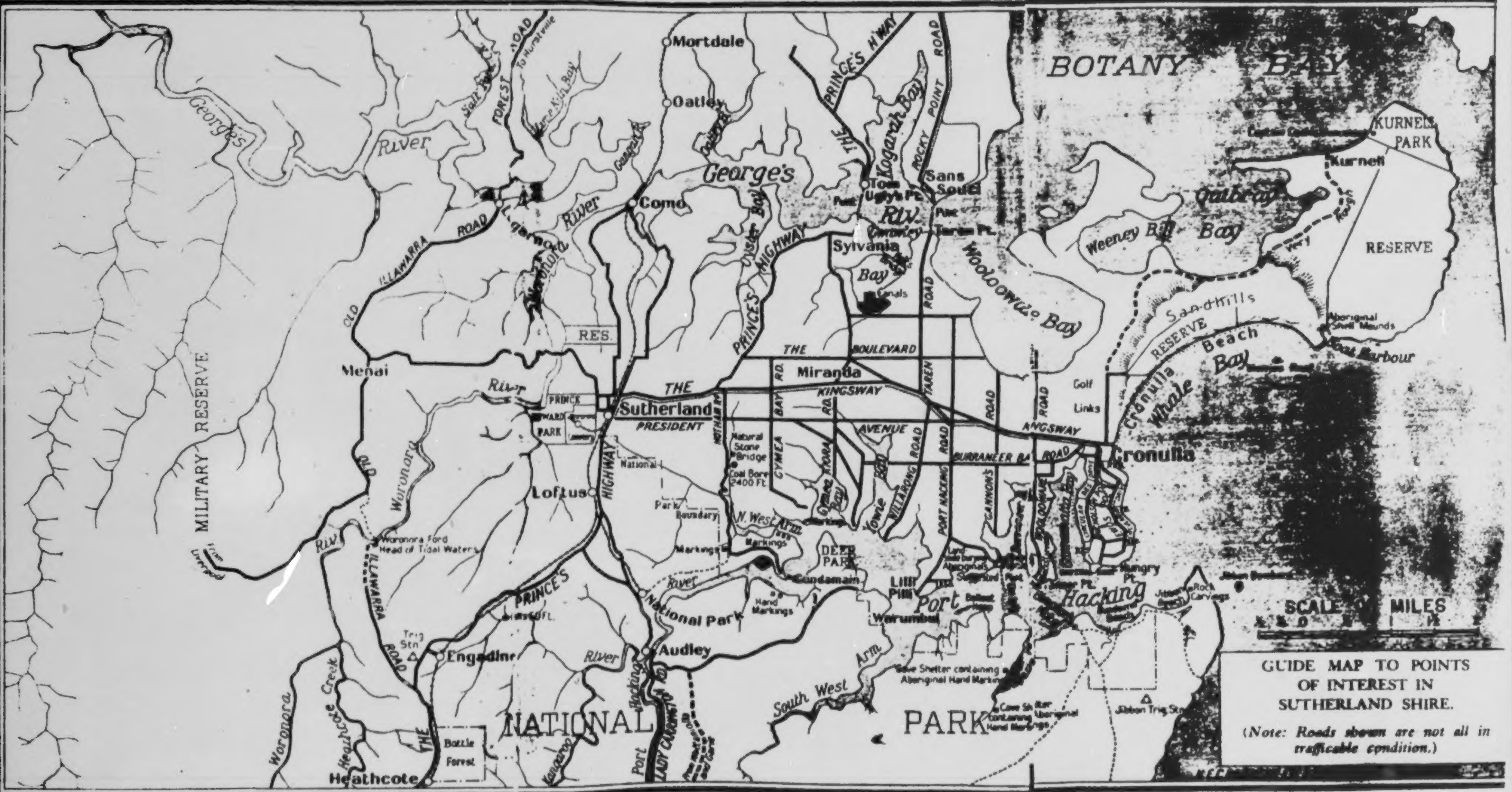
Of the 40% who were working, one third said they had friends of the same age and sex, the remainder no friends.

However, except for one boy who saw his friends every weekend, the others meet rarely or every 3 months (not exactly close).

This rather sad record of loneliness and lack of outside interests, points up a pressing need for this Preparation for Adult Life. There is a lot more involved than just getting a steady job. It shows how important are Social Skills, Social Interaction, making friends and keeping friends, self awareness and self acceptance, for increased integration with ordinary schools in social activities, leisure activities.

It is hoped that future surveys will show improvement with increased emphasis on the Personal Development programme, and that more will be done, hopefully, with parents helping, to fill their leisure time with something better than T.V.

Appendix 4


BOTANY BAY
KURNELL PARK
Kurnell
Quibray Bay
Weeney Bay
RESERVE
Very Rough
Aboriginal Shell Mounds
Boat Harbour
Sand-Hills
RESERVE
Cronulla Beach
Whale Bay
Cronulla
Golf Links
Woolooware Bay
Mortdale
Oatley
Como
George's River
George's River
Salt Pan Ck
FOREST ROAD
To Hurstville
Lime Kiln Bay
Lugarno
Woronora River
Oyster Bay
PRINCE'S HIGHWAY
THE PRINCE'S H'WAY
Kogarah Bay
ROCKY POINT ROAD
Tom Ugly's Pt.
Sans Souci
Taren Pt.
Sylvania
Bay
Canals
THE BOULEVARD
Miranda
KINGSWAY
AVENUE
TAREN ROAD
BURRANEER BAY ROAD
GYMEA BAY RD.
KIORA RD.
Gymea Bay
Yowie Bay
YOWIE BAY ROAD
WILLARONG ROAD
PORT HACKING ROAD
CANNONS ROAD
Sutherland
THE PRESIDENT
Natural Stone Bridge
Coal Bore 2400 Ft.
National Park Boundary
N. West Arm
Markings
DEER PARK
Audley
Lilli Pilli
Warumbul
Port Hacking
Hungry Pt.
Jibbon Bombora
Rock Carvings
Jibbon Beach
Jibbon Trig Stn
Cave Shelter containing Aboriginal Hand Markings
Cave Shelter containing Aboriginal Hand Markings
South West Arm
NATIONAL PARK
Hand Markings
National Park
River
Hacking
LADY CAROLINGTON RD
Port Hacking
Kangaroo
Engadine
Trig Stn
Heathcote
Bottle Forest
Heathcote Creek
Woronora
ILLAWARRA ROAD
THE PRINCE'S
Loftus
HIGHWAY
National
RES.
River
PRINCE EDWARD PARK
Menai
OLD ILLAWARRA ROAD
Woronora
Woronora Ford Head of Tidal Waters
River
MILITARY RESERVE
from Liverpool
SCALE MILES

GUIDE MAP TO POINTS OF INTEREST IN SUTHERLAND SHIRE.

(Note: Roads shown are not all in trafficable condition.)

A Survey of Parental Attitudes Toward the Role of the School

16.6.77

We are currently making an evaluation of the school programmes being followed by our senior pupils.

We need to know what you think about these programmes and urge you to complete this survey and return it to the school by Friday, 1st July.

You are urged also to give us an honest response. Be assured our feelings will not be hurt should you disagree with what we are doing. Nor do I give any undertaking that courses will be changed due to your response.

The survey should not be signed and should be returned to the school in the envelope provided.

G.W. SEARL,
Principal.

There are five ways of responding to each of the statements below.

✓✓ = agree strongly

✓ = agree

× = disagree

×× = disagree strongly

☐ = happy with present position

Section 1

I do not know enough about my child's schoolwork ☐

Not enough homework is set by the school ☐

School just fills in time until my child is ready to leave ☐

The school spends too much time on excursions, camps, sporting and recreational activities ☐

Section 2

The school should spend more time teaching pupils to read ☐

The school should spend more time teaching pupils arithmetic ☐

The school should spend more time teaching personal development i.e. self-knowledge, sex education, social training ☐

The school should spend more time teaching pupils about the world of work and providing them with more work experience ☐

The school should spend more time helping pupils use their leisure time. ☐

The school should spend more time teaching practical skills, e.g. woodwork, metalwork, sewing, cooking ☐

Section 3

The school's major task should be to teach its senior pupils reading, writing and arithmetic ☐

The school's major task should be to find jobs for its senior pupils ☐

The school's major task should be to teach senior pupils how to get along with others ☐

Please comment if you see the school's major task as being different from those listed above.

____

____

____

Section 4

Please circle the five most important qualities/attributes you think the school should be teaching.

punctuality/respect for authority/good manners appropriate behaviour/appropriate dress/self-discipline/independence/responsibility/self-confidence/self-respect/respect of others/ democratic ideals/fair-play/honesty and truthfulness/ the ability to stand up for oneself/tolerance/kindness.

The school does successfully teach the qualities and attitudes I think are important ☐

Section 5

For the remaining questions please answer YES or NO

Is the school helping to overcome your child's handicap? ☐

Do you think our society offers your child the chance to enjoy a proper degree of human rights? ☐

Do you think pupils from this school are discriminated against? ☐

Do you think the population at large understands the mentally handicapped section of it? ☐

Do you think society is doing enough for handicapped people? ☐

Do you know what your child's real potential is? ☐

Appendix 6

TIME TABLE - MINERVA ST. S.S.P. 1977

STAFF CODE

A. Mrs. Rae - Resource (1 day per week)
B. Mr. Chidester - Physical Education (3 days per week)
C. Mrs. Connelly - Library (3 days per week)
D. Mrs. Day - Year 3
E. Miss Byrne - Year 4
F. Mrs. Walsh - Year 5
G. Miss Sepies - Year 6
H. Mrs. Nutt - Year 7
I. Mrs. Wirth - Home Science, Science, Personal Development
J. Mr. Kenny - Year 8
K. Mr. Stone - Year 9
L. Mrs. Treneman - Year 10
M. Mr. Roberts - Industrial Arts
N. Mr. Tulley - Industrial Arts (2 days per week)
O. Mrs. Teale-Gosper - Resource and Year 11 (2 days per week)
P. Mrs. Lennox - Occupational Therapist (2 days per week)
Q. Mrs. Lamb - Craft (3 days per week)
R. Mr. Searl

CHOIR	M. WALSH, N. NUTT	Hall
JUNIOR DANCE	A. BYRNE, E. LAMB	Year 3 room
JUNIOR SINGING	C. TRENEMAN	Year 11 room
JUNIOR PERCUSSION	T. KENNY, M.CONNELLY	Year 8 Room
SENIOR PERCUSSION	W. DAY	Year 7 room
SENIOR DANCE	P. SOFIOS	Year 4 room
SENIOR LISTENING	R. STONE	Year 9 room

FRIDAY CLUB GROUPS

ART	W. DAY
ART/CRAFT	R. STONE
PHYSICAL EDUCATION	R. CHIDESTER
COOKING	T. KENNY
DRAMA	N. NUTT
SOCIAL DANCE	JUNIORS

APPENDIX TO TIMETABLE, MINERVA ST S.S.P. - TERM 1, 1977.

1. **MONDAY** (a) Years 3 and 4 Swimming at Waratah Centre between 11am to 1pm.
   (b) Mrs. Teale-Gosper to be on Junior Classes as resource 9.15am to 10.45am.
      i. Communication Skills
      ii. Co-ordination Skills

2. **TUESDAY** (a) Work Experience involving Years 10 and 11 and Staff (Mrs. Treneman, Mr. Roberts, Mr. Kenny)
   (b) Swimming at Sutherland Pool - Years 5, 6 & 8.
      STAFF 1.30pm to 2.30pm - Miss Sepies
      2.00pm to 3.15pm - Mrs. Walsh
      1.30pm to 3.15pm - Mr. Stone, Mr. Chidester
   (c) Y.M.C.A. 12 noon to 3pm. in winter season.

3. **WEDNESDAY** Years 10 and 11 Team teaching organization according to individual and small group needs.

4. **THURSDAY** Mrs. Teale-Gosper as per Monday.

5. **FRIDAY** (a) Selected students from years 7, 9, 10 and 11 may choose to train for swimming awards 1.30pm to 3.15pm
   (b) Senior students recreational activites 1.30 to 3.15pm
   (c) Primary Sports Activities 2.15 to 3.15pm.

6. **TEACHERS AIDES** (a) Mrs. Schmitter - Years 3 and 4
      Mrs. O'Callaghan - Years 5 and 6
      Mrs. Lock - Years 7 and 8
      Mrs. Leabeater - Years 10 and 11, + Tuesday pm to Mrs. Wirth
      Mrs. MacFarlane - Year 9 and Mrs. Wirth
   (b) Mrs. Lock to handle matters concerning money for sport activities on Fridays.

7. **ROOMS** In addition to regular use.

   Mrs. Lamb - Year 10/11 room for sewing - Wednesday and Thursday.
   Mr. Roberts - Year 11 room Thursday 9.15am to 10.45am

8. **CLUBS** 12 to 1.30pm Wednesday and Thursday - Music

   Friday: Activity Groups

Monday

Appendix 6a

Year	3	4	5	6	7	8	9	10	11
9·15 9·45	D	E	F	G	H	J	K	I, N	B
10·15	D	E	F	G	H	J	K	I, N	B
10·45	D	E	F	B	C	J	K	I, N	L
11·00									
11·30	D	B	C	G	I, N	J	K	L	O
12·00	D	B	F	C	I, N	J	K	L	O
12·30	B	E	F	G	I N	O	K	L	C
	B								
1·30 2·00	O	E	F	G	B	J	K	C	D, N
2-30	B	C	F	G	O	J	K	L	D, N
3·00	C	E	F	G	O	J	K	B	D, N
3·15	C	E	F	G	O	J	K	B	D, N
OFF	D	E	F	G	H	J		L	I

Tuesday

Year	3	4	5	6	7	8	9	10	11
9.15 9.45	D	Q,E	F	G	H	I,N	K	[illegible]	↑
10.15	D	Q,E	F	B	H	I,N	K		
10.45	D	B	F	G	H	I,N	K		
11.00									
11.00 11.30	D	E	Q,F	I,N	B	H	K	[illegible]	[illegible]
12.00	D	E	Q,F	I,N	H	K	B		
12.30	B	E	F	G	H	O	K		
1.30 2.00	D	E	B	G	H	K	I,N		
2.30	D	E	F	G	H, Q	K 2.15 B	I,N		
3.00	D	E	F	K	H, Q	B	I,N		
3.45	D	E	F	K	H, Q	B	I,N	↓	
OFF		E	F	G		I Work EXP			↓

Wednesday

Year	3	4	5	6	7	8	9	10	11
9.15 9.45	D	E	F	G	H	I (P.D)	K	L, Q	P
10.15	C	E	F	G	H	J	K I	L, Q	P
10.45	C	E	F	G	H	J	I (P.D)	L, Q,	P
11:00									
11.00 11.30	D	E	F	G	H	J, Q	C	L, A	P
12.00	D	E	F	G	C	J, Q	K	L, A,	P
12.30	5 — D	Music E	Clubs F	G	Music H	J Clubs	K	L Q C	→
1.30 2.00	D	E	F	C	I	J	K	L, Q,	P
2.30	D	C	F	G	I	J	K	L, Q,	P
3.00	D	E	G	G	I	J	K	L. Q.	P
3.15	D	E	F	G	I	J	K	L. Q.	P
	D	E	F	G	H	J	K	A-clubs	

A 9.15 – 10.45
Individual Language
INSTRUCTION

Thursday

Appendix 6d

Year	3	4	5	6	7	8	9	10	11
9.15 9.45	←	ASSEMBLY				ASSEMBLY		→	ALL STAFF ON.
10.15	D	E	F	G, Q	H	J	C	M	I
10.45	D	E	F	G, Q	H	C	K	M	I
11.00									
11.00 11.30	D	E	I, Q	G	H	C	K	L	O
12.00	C	E	I, Q	G	H	J	K	L	Q
12.30	← D	MUSIC E	CLUBS F	G	H	MUSIC J	K	CLUBS L C	→ Q
1.30 2.00	D	E	F	G	H	J	I	L	M
2.30	D	E	F	G	H	J	K, Q	I	M
3.00	D	E	C	G	H	O	K, Q	I	M
3.15	D	E	F	G	H	O	K, Q	I	M
	D	E	F	G		J	K	L	STAFF CLUBS

O – 9.15 – 10.45 ~~Resource~~ on Junior school
communication &

Friday

Appendix 6e

Year	3	4	5	6	7	8	9	10	11
9.15 9.45	D	K	F	G	H	I	M	L	J
10.15	D	K	B	G	H	I	M	L	J
10.45	←	SCRIPTURE					SCRIPTURE		→
[illegible] 11.30	D	E	F	G	H	J	B	L M	I
12.00	D	E	F	G	H	J	K	L M	I
12.30	D	E CLUBS	F	GROUPS	H	CLUBS J	GROUPS K	B	
1.30 2.00	D	E	F	G	I	J	K	L	M
2.30	D —	E —	F —	G	E	J	K	L	M
3.00	D	E	F	G	D	J	K	L	M
3.15	D	E	F	G	D	J	K	L	M
		E	F		I H			L	M I

SPORT

REST

SAMPLES OF HOMEWORK ASSIGNMENTS

MATHEMATICS

Appendix 7

GROUP 1

Date Due: __________

Name: ____________________

Address: ______________________________ Date of Birth: __________

____

Postcode __________

A) CHANGE

Cost	Money Given	Change
23¢	40¢	+ + =
47¢	60¢	+ + =
62¢	80¢	+ + + =
59¢	70¢	+ =
72¢	$1.00	+ + + =

B) TIME

4.30a.m. __________

12.30p.m. __________

6.30p.m. __________

10.00a.m. __________

10.45a.m. __________

C) MEASUREMENT: Measure in c.m.

a) ______________ d) ______________

b) ______________ e) ______________

c) ______________ f) ______________

D) Cut out an ad from a newspaper about a saving in shopping.

How much do you save? __________

How many can you buy? __________

GROUP 2

Date Due: ____________

Name: ____
(SURNAME BLOCK LETTERS) Other Names

Date of Birth: ______________ Address: ______________________________

____

Postcode ____________

A) MONEY

Cost	Amount	Change	Total $ ¢
47¢	$ 1.00		
66¢	$ 2.00		
$5.31	$10.00		
92¢	$ 2.00		
83¢	$ 1.00		
$3.29	$ 5.00		

B) MULTIPLICATION

45x	72x	41x	37x
3	2	4	5
___	___	___	___
24x	16x	86x	67x
3	3	5	6
___	___	___	___

C) MEASUREMENT:

How many litres are contained in each of the following?

a) a bottle of milk ______ litre

b) a bottle of coke ______ litre

c) a can of soft drink ______ millilitres

D) Cut out a newspaper ad advertising a shopping special.

How much do you save?

How many can you buy?

GROUP 3

Date Due: __________

Name: ____

(SURNAME BLOCK LETTERS) Other Names

Date of Birth: ______________ Address: ______________________________

______________ Postcode ______

1. Height ____________ c.m. Mass ____________ k.g.

2. Hours and minutes from:

2.15a.m. - 3.50a.m.	1 hr 35 minutes
10.00a.m. - 11.40a.m.	
6.20a.m. - 8.55p.m.	
9.30p.m. - 5.00a.m.	
8.30p.m. - 12.30a.m.	
4.50a.m. - 8.15a.m.	

3. Work out the following bills for the weekend shopping:

		$	¢
Butcher	3Kg sausages at 60c Kg	1.	80
	2Kg rump steak at $1.96 Kg		
	2 Kg chops at $1.30 Kg		
	1 Kg mince steak at $1.10 Kg		
	2 chickens at $2.69 each		
	Total		

Change from $15.00 = __________

Fruit Market:			
	2 bunches of spinach at 25¢ bunch		
	3 Kg carrots at 7¢ Kg		
	20 apples at 49¢ for 10		
	10 Kg potatoes at 5¢ Kg		
	10 oranges at 7¢ each		
	Total		

Change from $5.00 = __________

How much change would you bring home from the $20.00? ________

4. You would like to take a friend on an outing for his/her birthday. Look for the Entertainment Guide in the Leader, find a review or advertisement of a suitable outing, cut it out and pin it to your assignment. Write a letter to your friend inviting him/her for the outing, making sure to give all the necessary details and making clear arrangements where and when to meet.

GROUP 1

Due Date: ____________

Name: ______________________________

Address: ____

Age: Yrs: _____ Months ______

Height: _________cm Weight: ___________kg

A)

1. 40+ 40 ___
2. 10+ 10 ___
3. 30+ 30 ___
4. 60+ 60 ___
5. 300+ 300 ___
6. 600+ 600 ___
7. 400+ 400 ___
8. 1000+ 1000 ___
9. 100+ 100 ___
10. 6000+ 6000 ___

B) Write the word beside these numbers.

e.g. 1 one
2 _________
3 _________
4 _________
5 _________
6 _________
7 _________
8 _________
9 _________
10 _________

C) Write these times in words

e.g. 6.30 Half past six
9.10 ____________
6.45 ____________
8.02 ____________
11.50 ____________
5.15 ____________

D) Write the number beside these words.

e.g. ten 10
eleven ______
twelve ______
thirteen ______
fourteen ______
fifteen ______
sixteen ______
seventeen ______
eighteen ______
nineteen ______
twenty ______

GROUP 2

Due Date: ____________

Name: __________________________

Address: ____

Age: Yrs. ____ Months _____

Height: ______cm Weight: _____kg

A) Finish These:

7.09am ____minutes past _____ (morning)
4.42pm eighteen _____ to five (______)
8.25am twentyfive minutes ______ eight (_______)
6.20am ______ minutes past ______ (______)
5.55pm ______ minutes __________ (afternoon)
9.40am ______ minutes to ______ (morning)
3.45pm a ______ to ______ (afternoon)

B) 1. $6.20- 3.50   2. $7.50- 5.90   3. $6.09- 0.74

$$\begin{array}{r} \$6.20- \\ \underline{3.50} \end{array} \qquad \begin{array}{r} \$7.50- \\ \underline{5.90} \end{array} \qquad \begin{array}{r} \$6.09- \\ \underline{0.74} \end{array}$$

C) Fractions of 10

a. $\frac{1}{2}$ of 10 = __________
b. $\frac{1}{10}$ of 10 = __________
c. $\frac{1}{5}$ of 10 = __________
d. $\frac{2}{10}$ of 10 = __________
e. $\frac{3}{10}$ of 10 = __________
f. $\frac{2}{5}$ of 10 = __________
g. $\frac{4}{10}$ of 10 = __________
h. $\frac{5}{10}$ of 10 = __________
i. $\frac{2}{2}$ of 10 = __________
j. $\frac{3}{5}$ of 10 = __________

Homework Assignment - Group 1

Due: ________

1. 35¢ for 200 ml. How much per litre? ________
2. 78¢ for 500 ml. How much per litre? ________
3. $1.50 for 1l. How much per 500 ml? ________
4. 42¢ for 250 ml. How much per l? ________
5. $1.15 for 500g How much per Kg? ________
6. 58¢ for 250g. How much per Kg? ________
7. $3.80 for Kg How much for 500g? ________
8. $2.50 for 50cm How much per metre? ________
9. $6.00 per metre How much for 25cm? ________
10. 1½ m at 60¢ per metre? ________

Write a note to the baker telling him that you will be on holidays for three weeks and asking him not to delivery any bread.

1. How many in 1 gross? ________
2. How many is a century? ________
3. How many years in a decade? ________
4. What does the term net weight mean? ________

5. Double $1.26 ________ Half of $1.26 ________
6. " $2.60 ________ " " $2.60 ________
7. " $2.38 ________ " " $2.38 ________
8. " $4.26 ________ " " $4.26 ________
9. Had $10.00, spent $4.79 Amount left ________
10. 5 dozen @ 35¢ per dozen ________

Write five sentences giving suggestions for ways in which you think the school could be improved.

1. ________
2. ________
3. ________
4. ________
5. ________

GROUP 2

Due: __________

Name: ____________________

Address: ____________________

____

____

Height: __________cm

Mass: ______kg

Date of Birth: __________

Country of Birth: ____________

Nationality: ______________

Hair: _______

Eyes: _______

MONEY: Use a calculator if you have one to work out the total cost of:

	$ ¢
5 kg peas at 43¢ kg.	______
2 tins of coffee at $2.17 each	______
500 g tomatoes at 92¢ kg	______
10 kg potatoes at 12¢ kg	______
5 apples at 64¢ for ten	______
TOTAL	______

How much change would you get from $10? CHANGE = ______

WRITE a letter inviting someone you know to come to your place for a holiday.
Tell them:

a) when you want them to come.
b) how you will arrange to meet and pick them up
c) what sort of things you will able to do
d) how long you want them to stay for and how they can get home

---

MEASUREMENT

a) 1m = cm
b) 1kg = ______G
c) _____km = 1000m
d) ______kg = 4000g
e) 6L = ______ml
f) 50 cm = ______mm

GROUP 1

Due: ________

Name: ______________________________ Date of Birth: ____________
Address: ___________________________ Country of Birth ____________
___________________________ Nationality: ________________
___________________________ Hair: _______ Eyes: _______

MONEY Use a calculator if you have one to work out the TOTAL cost of:

	$ ¢
2 jars of coffee at $2 each	____
1 kg of peas at 50¢ per kg	____
2 cartons of milk at 30¢ each	____
3 oranges at 10¢ each	____
	____

WHEN HOW WHERE WERE

Complete these sentences using the right word from above

1. __________ did you get home yesterday?
2. __________ are your shoes?
3. __________ you waiting for a long while?
4. __________ will you be back?

Complete these number sentences

1. 6 - = 3
2. - 3 = 5
3. 7 - = 5
4. - 2 = 6
5. 5 + = 8
6. 2 + = 7
7. 3 + 3 =
8. 4 + = 6

Appendix 8

DUTIES - G. ROBERTS, 1977.

1. Work Experience
2. Career Education
3. Technical College Course
4. Counselling
5. Evaluation
6. Community Liaison
7. Research
8. Follow-up

1. Work Experience

Co-ordination and follow-up of students on Work Experience with Mr. Kenny and Mr. Couchman.

Obtain new employers

2. Career Education

With Year 9, 10 & 11.

Developing programme as attached.

Discussion of Work Experience.

Training in Application Forms, Job Interviews and obtaining work.

3. Technical College Course

Liaison with technical college teachers and follow-up of students.

4. Counselling

Individual counselling of students and parents.

Recording of information on to individual cards (attached).

5. Evaluation

Writing up of reports on individual students based on Work Experience, VGB and Technical Education results.

Use of S.P.I.B. as evaluating and teaching technique.

Evaluation of total programme

6. Community Liaison

Contact with employers, parents, Commonwealth Employment Service, V.G.B., and Departmental officers to encourage interest in the expansion of services to the school.

Develop liaison with Camperdown rehabilitation centre.

7. Research

Reading of local and overseas material.

Follow-up of ex-students to assist Mrs. Wirth's evaluation of school survey.

8. Follow-Up

Follow-up of several ex-students having difficulty in adjusting to the work force.

EMPLOYERS WHO HAVE PARTICIPATED IN WORK EXPERIENCE PROGRAMME

No.	Employer	Address
1	Glen's Hardware	Princes Highway, Sutherland.
2	Winston Textiles	10 Flora Street, Kirrawee.
3	Goodyear Tyre Service	Princes Highway, Sutherland.
4	Stewart Car Co.	175 Port Hacking Road, Miranda.
5	Sunrise Furniture Pty. Ltd.	8 Cawarra Road, Caringbah.
6	Kriesler (Aust) Pty. Ltd.	12 Cawarra Road, Caringbah.
7	Woolworths Ltd.	Princes Highway, Sutherland.
8	Woolworths Ltd.	Miranda Fair
9	Marshall Soft Drink	45 Alexander Avenue, Taren Point.
10	C.H. Stapleton & Sons	782 Princes Highway, Sutherland.
11	Furnicraft Pty. Ltd.	49 Bay Road, Taren Point.
12	Dooban Pty. Ltd.	59 Waratah Street, Kirrawee.
13	American Vogue	2 Flora Street, Kirrawee.
14	Hunts Hardware	Kingsway, Miranda.
15	Green's Hardware	315 Kingsway, Caringbah.
16	Grace Bros.	Miranda Fair
17	Namco	Cawarra Road., Taren Point.
18	Sutherland Council Library	Eaton Street, Sutherland
19	Caltex Service Station	Eaton Street, Sutherland.
20	M.L.C. Insurance Co.	President Avenue, Caringbah.
21	Blakely Turner & Everingham & Co.	Kingsway, Caringbah.
22	Brunker Electric	188 Taren Point Road, Taren Point.
23	Eden Press	Taren Point Road, Taren Point.
24	J. & K. Bruce	182 Taren Point Road, Taren Point.
25	Pat Murfitt	10 Woodfield Boulevarde, Caringbah.
26	Kent Instruments	Box Road, Taren Point
27	Sutherland Art Centre	10 Eaton Arcade, Sutherland.
28	Miranda Fair Health Food	Miranda Fair
29	Soul Pattinson	Miranda Fair
30	Jannali Beauty Salon	Jannali
31	Highline Furniture	Parraweena Road, Taren Point.
32	Amoco Garage	Kingsway, Gymea

No.	Employer	Address
33	Cronulla Bowling Club	Croydon Street, Cronulla.
34	T.R.W. Cam Gears Pty. Ltd.	Parraweena Road, Taren Point.
35	Gymea Technical College	Kingsway, Gymea.
36	Jiminie Kriket	Caringbah
37	Benjamin Shoes	61F Waratah Street, Kirrawee.
38	Squires Bingham	Taren Point Road, Taren Point.
30	Fisonic	Flora Street, Kirrawee.
40	Sutherland Shire Council	Eton Street, Sutherland.
41	Ken White	216 Princes Highway, Sylvania.
42	Hotel Cecil	Gerrale Street, Cronulla.
43	Dowell (Aust) Pty. Ltd.	7 Parraweena Road, Caringbah.
44	Caringbah Sheet Metal	42 Cawarra Road, Caringbah.
45	Cronulla Aluminium	28 Parraweena Road, Caringbah.
46	C.D. Engineering	153 Bath Road, Kirrawee.
47	Speedie Wheels	15 Bay Street, Rockdale.
48	Munro Engineering	23 Munroe Avenue, Sutherland.
49	Health Food Store	Eaton Arcade, Sutherland.
50	Tynan Motors (Service Station)	The Boulevarde, Kirrawee.
51	Stemac Industries(Pet Shop)	Boyle Street, Sutherland.
52	E. Brownscombe (Menswear)	1052 Princes Highway, Engadine.
53	Warren & Co.	104 Cronulla Street, Cronulla.
54	Henderson Real Estate	
55	S. Johnson	Endeavour Arcade, Caringbah.
56	Goodyear Tyre Service	46 President Avenue, Caringbah.
57	Taylor Estate Agency	21 Gymea Bay Road, Gymea.
58	Davell Products	Monroe Avenue, Sutherland.
59	Sutherland Hospital	Kingsway, Caringbah.
60	McDonalds	President Avenue, Caringbah.
61	Tysons Pharmacy	70 Gymea Bay Road, Gymea.
62	Adams Smash Repairs	Flora Street, Kirrawee.
63	Bulmers Butchers	Miranda Fair
64	D. & D. Scaliwag	8 Gymea Bay Road, Gymea.
65	Post Office	Princes Highway, Sutherland.
66	Simple Simon Pies	347a Kingsway, Caringbah.
67	St. Marks Pre-School	Sylvania

Appendix 10

FOLLOW UP QUESTIONNAIRE OF MINERVA STREET PUBLIC SCHOOL'S WORK EXPERIENCE PROGRAM

(Personal/Vocational Checklist)

Student's Name:

Please answer the following questions by placing a cross on the number which you think is closest to how good or poor you feel you are on that question.

For example, if you think you are very good at something, mark 5 like this:

1	2	3	4	[✓ 5]
Very Poor	Poor	Just Fair	Good	Very Good

If you feel you are very poor at something, mark 1 like this:

[✓ 1]	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

You can use the other numbers too to show how you feel about the questions.

1. How well do you follow directions?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

2. How well do you get along with other workers?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

3. How well do you get along with your boss?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

4. How well do you work over a long period of time?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

5. Are you interested in your job?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

6. Do you usually complete your work on time?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

7. Are you at work on time?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

8. Are you always at work?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

9. How clean and neat are you?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

10. What kind of person are you?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

11. When you make up your mind to do something do you stick to it?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

12. Do you think of safety when you are working?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

13. Do you mind your own business?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

14. How good is your work?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

15. Can you work without being supervised all the time?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

16. Are you honest and trustworthy?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

17. Do you use tools correctly?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

18. How well do you communicate with other people?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

19. How well do you count?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

20. How well do you write?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

21. How well do you read?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

22. How well do you handle your money?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

23. How useful do you think the Work Experience Program has been?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

24. How well can you work things out when you strike a problem?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

25. Do you stand up for yourself?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

26. Do you make friends easily?

1	2	3	4	5
Very Poor	Poor	Just Fair	Good	Very Good

Many thanks for your help,

G. Searl,
Principal

PERSONAL/VOCATIONAL CHECKLIST : ANALYSIS OF INDIVIDUAL ITEMS

		$\bar{x}$	SD	1	2	3	4	5	Unanswered	N
Q. 1 How well do you follow directions?	Employer	3.6	0.9	1	2	8	17	3	-	31
	Teacher	3.4	.8	-	6	11	16	2	-	35
	Student	3.8	1.1	1	1	5	9	6	-	22
	Parent	3.8	.6	-	-	5	8	1	-	13
Q. 2 How well do you get along with other workers?	Employer	4.0	0.8	1	-	3	20	7	-	31
	Teacher	3.5	.9	2	-	12	19	2	-	35
	Student	3.9	1.1	2	-	2	12	6	-	22
	Parent	4.2	.7	-	-	2	7	4	-	13
Q. 3 How well do you get along with your boss?	Employer	4.7	.7	-	1	3	18	9	-	31
	Teacher	3.7	.7	1	-	11	21	2	-	35
	Student	4.2	1.0	1	-	3	7	11	-	22
	Parent	4.2	.6	-	-	1	8	4	-	13
Q. 4 How well do you work over a long period of time?	Employer	3.3	1.0	2	4	9	15	1	-	31
	Teacher	3.2	.9	1	5	16	11	2	-	35
	Student	3.9	.9	-	2	3	12	5	-	22
	Parent	3.7	.6	-	-	5	7	1	-	13
Q. 5 Are you interested in your job?	Employer	3.8	.87	-	2	7	15	6	1	31
	Teacher	3.5	.9	1	2	13	16	3	-	35
	Student	4.0	1.0	1	1	2	10	8	-	22
	Parent	4.2	.7	-	-	2	6	4	1	13

PERSONAL/VOCATIONAL CHECKLIST : ANALYSIS OF INDIVIDUAL ITEMS

		$\bar{x}$	SD	1	2	3	4	5	Unanswered	N
Q. 6 Do you usually complete your work on time?	Employer	3.3	1.0	2	1	12	10	2	1	31
	Teacher	3.3	1.0	1	6	13	10	5	-	35
	Student	3.8	.9	-	1	8	8	5	-	22
	Parent	3.9	1.1	-	2	1	5	4	1	13
Q. 7 Are you at work on time?	Employer	4.5	1.5	-	-	2	10	19	-	31
	Teacher	4.3	.8	-	1	4	13	17	-	35
	Student	4.5	.9	-	2	-	4	6	-	22
	Parent	4.8	.4	-	-	-	2	11	-	13
Q. 8 Are you always at work?	Employer	4.6	.6	-	-	1	9	20	1	31
	Teacher	4.3	.9	-	2	3	14	16	-	35
	Student	4.3	1.5	-	-	-	5	15	2	22
	Parent	4.9	.3	-	-	-	1	11	1	13
Q. 9 How clean and neat are you?	Employer	4.1	.9	-	1	7	10	13	-	31
	Teacher	4.1	1.1	-	1	9	8	16	-	37
	Student	4.4	.9	-	1	2	6	13	-	22
	Parent	4.2	.9	-	1	1	5	6	-	13
Q. 10 What kind of person are you?	Employer	3.8	.8	-	1	9	14	4	3	31
	Teacher	3.8	.6	-	1	4	19	1	10	35
	Student	4.3	.8	-	1	2	9	10	-	22
	Parent	4.0	.4	-	-	1	10	1	1	13

PERSONAL/VOCATIONAL CHECKLIST : ANALYSIS OF INDIVIDUAL ITEMS

		$\bar{x}$	SD	1	2	3	4	5	Unanswered	N
Q. 11 When you make up your mind to do something, do you stick to it?	Employer	3.3	1.0	1	5	9	10	3	3	31
	Teacher	3.2	.8	-	7	16	11	1	-	35
	Student	4.0	.8	-	-	7	7	8	-	22
	Parent	4.0	1.3	-	-	-	8	4	1	13
Q. 12 Do you think of safety when you are working?	Employer	3.3	.9	1	4	10	12	2	2	31
	Teacher	3.5	.7	-	3	14	17	1	-	35
	Student	4.1	1.2	-	-	4	6	11	1	22
	Parent	4.2	.8	-	1	-	7	5	-	13
Q. 13 Do you mind your own business?	Employer	4.0	1.0	-	5	2	13	11	-	31
	Teacher	3.6	.9	-	4	10	16	5	-	35
	Student	4.0	1.0	-	1	7	5	9	-	22
	Parent	4.1	.9	-	-	4	4	5	-	13
Q. 14 How good is your work?	Employer	3.5	0.8	-	3	12	14	2	-	31
	Teacher	3.3	.7	-	5	15	15	-	-	35
	Student	4.2	.9	-	1	3	9	9	-	22
	Parent	4.2	.7	-	-	2	6	4	1	13
Q. 15 Can you work without being supervised all the time?	Employer	3.2	1.0	-	10	8	10	3	-	31
	Teacher	3.1	.9	2	7	14	11	1	-	35
	Student	4.0	1.0	-	2	5	5	10	-	22
	Parent	4.2	.8	-	-	3	4	6	-	13

PERSONAL/VOCATIONAL CHECKLIST : ANALYSIS OF INDIVIDUAL ITEMS

		$\bar{x}$	SD	1	2	3	4	5	Unanswered	N
Q. 16 Are you honest and trustworthy?	Employer	4.5	0.8	1	-	-	12	18	-	31
	Teacher	4.1	1.1	2	1	3	15	14	-	35
	Student	4.0	1.3	2	1	3	4	12	-	22
	Parent	4.6	.5	-	-	-	5	8	-	13
Q. 17 Do you use tools correctly?	Employer	3.4	.8	1	2	10	13	1	4	31
	Teacher	3.3	.6	-	2	19	14	-	-	35
	Student	4.3	1.1	-	2	4	2	14	-	22
	Parent	4.1	.8	-	-	3	6	4	-	13
Q. 18 How well do you communicate with other people?	Employer	3.3	1.1	3	3	10	13	2	-	31
	Teacher	3.0	1.0	2	9	13	10	1	-	35
	Student	4.1	1.3	2	1	2	5	12	-	22
	Parent	3.7	1.0	-	1	6	2	4	-	13
Q. 19 How well do you count?	Employer	3.5	.9	-	2	9	7	3	10	31
	Teacher	3.4	1.2	2	7	8	10	8	-	35
	Student	4.2	1.1	1	-	4	5	12	-	22
	Parent	3.8	1.3	-	3	2	2	6	-	13
Q. 20 How well do you write?	Employer	2.95	.7	-	5	11	4	-	11	31
	Teacher	2.8	1.1	4	10	13	6	2	-	35
	Student	4.0	1.2	1	1	5	4	11	-	22
	Parent	3.0	1.1	1	3	5	3	1	-	13

PERSONAL/VOCATIONAL CHECKLIST : ANALYSIS OF INDIVIDUAL ITEMS

		$\bar{x}$	SD	1	2	3	4	5	Unanswered	N
Q. 21 How well do you read?	Employer	3.3	.9	-	4	7	7	1	12	31
	Teacher	3.0	1.2	4	10	8	9	4	-	35
	Student	3.8	1.2	-	4	5	4	9	-	22
	Parent	2.8	1.3	2	4	4	1	2	-	13
Q. 22 How well do you handle your money?	Employer	3.5	1.4	-	4	2	1	4	20	31
	Teacher	3.3	1.1	1	7	14	7	6	-	35
	Student	3.9	1.2	1	1	7	4	9	-	22
	Parent	3.7	1.3	1	1	4	2	5	-	13
Q. 23 How useful do you think the Work Experience Program has been?	Employer	4.4	.7	-	-	4	10	15	2	31
	Teacher	4.6	.6	1	-	2	7	17	8	35
	Student	4.8	.5	-	-	1	3	18	-	22
	Parent	4.8	.4	-	-	-	3	10	-	13
Q. 24 How well can you work things out when you strike a problem?	Employer	2.7	.9	3	8	15	3	1	1	31
	Teacher	3.0	.7	-	8	20	7	-	-	35
	Student	3.2	1.0	1	3	10	6	2	-	22
	Parent	3.4	.7	-	1	6	6	-	-	13
Q. 25 Do you stand up for yourself?	Employer	3.2	1.1	3	2	9	10	2	5	31
	Teacher	3.4	.8	-	5	13	16	1	-	35
	Student	4.2	0.9	-	-	6	6	10	-	22
	Parent	3.8	1.0	1	-	2	7	3	-	13
Q. 26 Do you make friends easily?	Employer	3.5	1.1	2	3	6	12	5	3	31
	Teacher	3.3	.8	1	3	18	12	1	-	35
	Student	4.1	1.0	1	-	3	9	9	-	22
	Parent	3.8	1.0	-	1	5	3	4	-	13

Raw Scores of Personal/Vocational Checklist

	FACTOR 1				FACTOR 2				FACTOR 3				FACTOR 4			
	E	T	S	P	E	T	S	P	E	T	S	P	E	T	S	P
1	47	35	-	-	19	16	-	-	21	18	-	-	15	9	-	-
2	41	29	60	47	22	16	25	19	21	15	25	21	13	15	20	14
3	33	44	50	-	15	15	18	-	22	19	20	-	13	13	16	-
4	40	44	54	54	16	20	24	24	23	22	23	24	11	11	17	11
5	27	38	56	-	19	19	24	-	19	20	25	-	13	16	20	-
6	34	38	45	-	20	20	22	-	21	19	18	-	12	12	13	-
7	41	43	-	-	20	17	-	-	20	20	-	-	13	15	-	-
8	42	44	44	-	22	17	20	-	21	21	21	-	15	9	16	-
9	50	48	57	49	22	18	25	23	25	19	23	20	13	14	18	16
10	42	42	-	-	23	21	-	-	22	20	-	-	15	16	-	-
11	33	37	-	-	18	20	-	-	21	19	-	-	14	17	-	-
12	41	49	54	55	16	18	21	20	21	22	21	24	13	17	16	18
13	41	45	-	55	16	15	-	18	20	20	-	24	15	11	-	11
14	32	42	53	43	18	20	24	20	19	22	24	19	13	19	14	12
15	54	55	52	-	24	24	23	-	24	23	23	-	19	20	17	-
16	43	47	-	-	22	21	-	-	25	21	-	-	13	14	-	-
17	36	32	-	-	19	13	-	-	20	16	-	-	13	12	-	-
18	42	43	-	51	21	19	-	22	22	23	-	22	10	10	-	8
19	-	38	46	-	-	14	21	-	-	19	22	-	-	16	14	-
20	19	44	40	51	13	22	19	23	19	23	18	23	13	12	15	16
21	40	48	40	-	12	18	21	-	21	23	23	-	10	7	18	-
22	41	38	-	-	17	15	-	-	21	13	-	-	12	6	-	-
23	32	31	32	40	23	19	12	17	23	23	12	20	9	8	7	7
24	43	45	-	-	20	19	-	-	24	24	-	-	13	9	-	-
25	33	21	36	-	14	15	14	-	12	8	11	-	15	6	14	-
26	-	35	-	-	-	16	-	-	-	19	-	-	-	10	-	-
27	37	53	53	47	20	21	24	20	22	24	23	21	15	20	20	20
28	29	39	53	38	16	20	25	17	23	23	23	22	13	14	19	12
29	-	34	44	-	-	19	19	-	-	20	18	-	-	5	16	-
30	42	46	51	51	21	19	21	21	24	21	23	23	14	13	15	15
31	25	36	42	-	20	18	22	-	20	18	20	-	13	13	14	-
32	35	37	-	-	18	13	-	-	20	18	-	-	14	10	-	-
33	42	49	45	56	19	18	21	19	22	17	18	22	13	14	14	15
34	38	42	-	-	19	10	-	-	18	14	-	-	14	8	-	-
35	-	47	54	-	-	20	25	-	-	19	23	-	-	15	18	-

E = Employer
T = Teacher
S = Student
P = Parent

SURVEY OF TEACHER OPINIONS CONCERNING ASPECTS OF THE WORK EXPERIENCE PROGRAM

Appendix 11

1. What is the most desirable feature of the program?

It's making outside people more aware of the problem these children have. They seem more keen to help in any way they can.

The most desirable feature of the work experience programme is that the children see themselves in a real situation and experience the hazards and pitfalls before they have to cope with them on a long term basis. The teacher can also see how these children measure up in a realistic situation.

The provision of a broad variety of different work situations to cater for individual needs and aptitudes.

An increasing sense of direction and purpose through the senior classes.

Our children learn responsibility, work habits and new skills.

That it provides the students with a realistic understanding of the various types of work they can undertake, as well as making employers aware of the students' real abilities and potential.

That before leaving school students gain a basic level of competence (basic, social & personal skills) which will allow them to take their place as individuals in the community and enable them to make constructive personal decisions.

Each pupil's actual experience in a real work situation! Many of these people are unable to estimate their own feelings in a devised situation - greater awareness of themselves has shown to be very beneficial for their attitudes & recognition of their own needs.

It allows the children to experience working conditions they may encounter later in life - it prepares them for the types of people they may come in contact with, and teaches them how to handle responsibility as far as e.g. being appropriately dressed, being on time, etc. goes.

The development of maturity and confidence in the Senior students.

A. The interaction between school and community - a) bringing necessary amendments to our programes for all children in the school, keeping realism - according to need; b) making at least some parts of the community aware of the potential of (1) our students (2) our school.
B. Its success.

It gives the students and staff involved a practical, realistic approach to skills required for work and lessons to be taught in school.

2. What is the most important change, if any, you would make to the program?

When a child is given say an 8 week period to fullfil, he or she should be made to stay for that time unless for some very good reason, so they learn perserverance.

I would like to see the work experience done in weekly or fortnightly blocks rather than one day per week.

Use class teachers involved directly with the students on the programmes to supervise the working of the programme.

Only in the direction of further development and greater variety of experiences.

Better ways of keeping track of children, and when they do get a job to make more notice of it, i.e. at assembly before they go.

To have resource person as liaison officer to follow up students in the work situations. In my opinion, it is neither realistic nor desirable to remove a teacher from a class outside the work influence programme to do this. A brief report at Friday's staff meeting on those students involved in Work Experience would also provide valuable feedback. All members of staff who have contact with them would have the opportunity to work on any problems arising.

Increase students understanding of the World of Work and learn more about Careers - their expectation and job choice will be more "realistic" and increase students awareness that outside their protective schooling some people could take advantage of them because of their lack of skills. When students leave school that the occasion be regarded as a "special" time in their lives.

Simply, the more varied the experience for each pupil, the greater awareness each should develop of their own need and potential. Greater communication on staff level.

Greater direction and guidance to the employers so that they can make the experience more useful. Greater use of the work experience to develop particular aims which apply to individual children.

More feedback from staff directly involved in the program to those working with more junior classes. Not that our school is going to be Work Experience oriented - but some isolation is creeping in.

I would like it to be sufficiently flexible to cater for individual needs. e.g. some clients might benefit by a full week of work especially as they progressed through the program. This could also have a bonus benefit of encouraging a realistic approach by the employer.

3. How has the program helped your work?

The programme has highlighted the importance of survival skills for these children.

It has provided a realistic frame work within which to base effective programmes with a rational criteria of skills.

Senior pupils with a goal in view and a much greater chance of open employment have generally presented less behaviour and adjustment problems.

The students showed an increased maturity and were more motivated. This was very evident in any discussions involving personal development and social competence, which were "work-related" - also in the Science lessons which integrated with the Tech courses.

I am aware of a more active participation of Staff, Students & Parents in the Work Experience Program & following the surveys of school leavers the staff is continually & automatically evaluating and endeavouring to cater for the changing needs & demands of the students & employers involved in the program.

A greater awareness of long term aims and needs of pupils at that later stage.

The programme has helped determine what skills the children need to use while working and travelling to and from work, and this in turn has led to a social competence, and oral and written language programme that can be begun in the junior school, so that the children have some of the skills when they go to work.

Enabled me to become more aware of the problems facing young people in the transition from school to work.

See Q4 & Q6.
Plus: even second-hand experience gives some children a foreseeable goal to work for making many tasks understandable for them - and reasonable.

My work is geared directly to the program, i.e. when I commenced working at Minerva Street, I based my work on what I thought was expected of me to lead my clients into the program.

4. Has feedback from the students' out of school activities helped you plan your classroom work? If "yes" give an example.

Yes. If a child has trouble reading certain things that occur in his work situation then a reading programme to cover these things must benefit him and the other children.

Yes. By providing a supplement to basic safety words with those encountered in work experience situations. Also by showing the need to teach location finding skills, for instance increased attention to street-directory skills.

N.A.

No.

Yes. Their lack of expertise in organising outings for themselves led to the planning and follow up of the film/luncheon excursion, as well as other social skills such as phoning invitations - accepting - not accepting, etc.

Yes. Practical situation learning needs greater emphasis, right from the junior school.

No. Only to the extent outlined in question 3.

Yes. Greater need for assertiveness, ability to think ahead and to organise themselves so that they can follow directions and solve problems. However, nearly every aspect of my work is based on the feed-back from the programme.

Yes. Feedback provides significant information regarding pupils, from a differing environmental angle and helps most particularly in planning in areas of personal and social competence (as well as the obvious reading maths language areas).

Yes. 1: Activities such as weighing correctly,discriminating sizes, avoiding disasters, following verbal instructions, memory for 3-4 instructions, and most importantly whatever is done to be done correctly.

5. What is the most significant change you have seen in the students' social, academic or work skills behaviours since the program commenced?

I think most children involved in the programme have matured from working with older employees.

Students as a whole have become unmistakably oriented to the fact that they will be leaving school in the near future and they are coming to terms with their own future in the outside world.

More enthusiasm for work skills and related academic skills, because the need has been made "real". More confidence socially.

They seem to act more mature and responsible.

The students showed an increased maturity and were more motivated. This was very evident in any discussions involving personal development and social competence which were "work-related" - also in the Science lessons which integrated with the Tech courses.

Students generally are nore self reliant and confident in themselves and in their expectations and approach to outside work.

Attitude - awareness of own abilities/potential and in some cases self acceptance in much more realistic way.

Increased confidence and maturity in successful children.

Social: greater maturity. Academic: Practical awareness of academic skills although limited actual advance in these skills. Work Skills: Improvement in the ability to cope with the routine of work.

Confidence - both on the part of the pupils and some of their parents.

I can't generalise on this answer as I only know my own clients imtimately.

6. Would you like to see the program continue? If "Yes" why?

Yes. I think it has helped so many children socially, made them more responsible and in some cases independent. It has probably helped the less fortunate child whose parents haven't had a great deal of interest in them or perhaps don't know the right way of finding employment for them, or perhaps the most suitable employment. Keep up the good work!!

Yes. Because any programme that helps these children to adjust to the pressures of normal life must be worhtwhile.

Yes. It provides an invaluable,practical basis of educating the particular children in this school in career preparation and enables them to adjust more or less at their own rate to the employment situation, smoothing out problems they experience through discussion with and guidance by members of staff

Yes. For all the above reasons, i.e. more enthusiasm for work skills and related academic skills, because the need has been made "real". More confidence socially.

Yes. Because of its many benefits for the children as discussed above, i.e. they seem to act more mature and responsible.

Yes. As in answer 1, i.e. that it provides the students with a realistic understanding of all the various types of work they can undertake, as well as making employers aware of the students' real abilities and potential. Also it makes parents more aware of their child's real potential and the type of employment in which they might succeed.

Yes, we must continue from the experiential program to consolidate ideas for future development & widen the range of students experiences, inclusion of practical activities & develop skills required for living & working in a demoncracy & for dealing with personal & group relationships, & student participation in Community Service & Community Activities. Children in special circumstances are often provided "handouts" and thinking of others develops their personality and appreciation of others efforts made on their behalf.

Yes. Senior pupils show a greater & faster development towards the maturity required for a place in the work force. The real situation has much more impact than a contrived one!

Yes. The children have an opportunity of experiencing a number of jobs suited to their interests and capabilities, and if possible can choose which job they want to go into. Also it enables employers and other employees to become more aware of the children, their problems and their strengths.

Yes. It provides a 'laboratory' in which to test out the students performance and the training provided by parents and teachers . It helps the students to make up their own minds about issues of employment.

Yes. (1) it helps fit the children to fill worthwile positions in society rather than becoming fringe dwellers and financial burdens, (2) the effect on a) the school morale, b) school programmes overall, (3) Its success in employability for our school leavers.

Yes. So that school lessons are significant and dynamic to both students and staff. So that our students have every opportunity to obtain and hold employment.

7. What additional resources, if any, would you see the program requiring if it were to be continued?

I would like to see people from the workforce coming to talk to the children about what an employer expects from his staff and what things are likely to annoy an employer in particular work areas, before the children start any work experience.

a) a full time careers adviser/co-ordinator.
b) an increased telephone budget allowance.
c) a departmental insurance policy covering participants.

Involvement by more prospective employers.

Some sort of pay system, even if not real money, so the children can gain more of a knowledge of the value of money and how to handle it.

A resource person as liaison officer as previously stated, or alternatively, would the time of the occupational therapist be used more valuably in this area? This would also have the advantage of adding a female member to the team.

A full time teacher on Career Education with Ancillary assistance so that a more satisfactory coverage can be obtained in the various facets associated in a venture of this type.

Equipment housed at school to help pupils gain confidence here, before confronted with "gadgets" in a work situation - e.g. sealer, cash register, marking guns, etc., even wrapping & packaging, sorting & storing boxes, etc.

A better filing system. Personnel who would be able to go to visit all the children at their jobs every week, without having to return to school for e.g. playground duty or taking lessons.

Continuation of individual student counselling. Photographs and descriptions of jobs. Videos and/or films of acceptable performance.

None specifically for"The Programme" but personnel on the school staff to implement necessary programs to satisfy our school aims in the light of needs found - often through the Work Exp. prog.

Our most important resources are good employers. It requires keen, dedicated and vigilant members of staff to obtain and hold the employers. There should be at least one female member of staff involved with the work experience program.

8. How can the effectiveness of a Work Experience Program be best measured?

The effectiveness of the programme can be measured by the number of ex-students in open employment particularly in times of high unemployment as at the moment.

By assessing and comparing employer ratings of employability, and by evaluating the success of ex-students in obtaining and holding jobs.

After the event in the ability of the children to hold jobs. Before the event, more enthusiasm for work skills and related academic skills, because the need has been made 'real'. More confidence socially.

1. Observation by teachers and "work" people. 2. Improved in skills, as on check list.

By at least 12 months "unobtrusive" followup of students once they have been placed in employment to gauge success or otherwise.

By the increasing success of the placement of students in work appropriate with their mental & physical capabilities. This in turn would result in happiness & satisfaction in the work they are performing.

The effect on the pupils, school aim adjustments, long term surveys community attitudes.

Increasing acceptance of the children by employers who are willing to give them a try. By the pleasing reports of employers of the children who do well in their job.

In the success or failure of the students when they leave school - June's survey and continued follow-up. The continued evaluation of the research and follow-up to amend aims and objectives. Success or failure being measured in terms of existing aims and objectives.

1. Pupil & Parent Enthusiasm. 2. Community - Employer - reaction. 3. Over a continuing period the employability of our school leavers who have had the benefit of such a programme.

Objective tests in 1. physical tolerance, 2. manipulative skills, 3. memory for instructions, 4. practical mathematics, 5. reading comprehension, could be given each student before commencing the program, then again after 12 months. The same tests would have to be given to a similar group not participating in work experience and the results compared.

9. Do you have any additional comments you would like to make?

I think it would be a pity if work experience cannot continue in the same manner as it is at present.

No.

No.

No.

No.

The Work Experience programme is a very valuable educational programme which meets the needs of the pupils in this school. It could well be copied by many High Schools.

I feel that the success of a venture of this kind is dependent upon the continual support of all areas involved resulting in a greater community appreciation of the advantages of this very worthwhile form of educational experience.

Feedback to all staff members would enable junior school to be more aware and involved in long term projects, preparation, etc. Personnel should always be aware, and take care not to impose limits on the pupils' experiences - e.g. some situations may appear unsuitable for some pupils, but if it is to be a "work experience" programme it is not final employment.

No

I believe the programme functions well, but there is always room for improvement and for greater integration into the school's total programme, i.e. identifying work problems before they get to the programme and providing suitable treatment, i.e. dexterity, lack of communication. We must continually be aware of the realism of employment for our students and provide appropriate opportunities without falling into the trap of 'labelling' as 'open-employment' or 'sheltered-workshop'.

Don't let tests and evaluation become too clinical.

I am strongly against subjective questionnaires such as the one used in December, 1977.

EVALUATION OF WORK EXPERIENCE PROGRAMME (Employers and Technical College Teacher)

1. Have there been any noticeable benefits to:

The Student YES - NO

Comment:

____

____

____

The Employer YES - NO

Comment:

____

____

____

2. Are there any changes you would make to the programme?

YES - NO

Comment:

____

____

____

3. Have you and your staff become -

(a) More understanding of the problems of our students?

YES - NO

Comment:

____

(b) Aware of any marked deficiency in the work performance of our students?

YES - NO

Comment:

____

____

(c) More or less convinced of the effectiveness of the programme?

SAME - MORE - LESS

4. Would you like to see the programme continue?

YES - NO

Comment:

____

____

____

Appendix 13

SELF CONCEPT OF ABILITY AS A WORKER SCALE

Donald A. Burke/Donald E. Sellin

Name: ______________ Age: ________ Date: ________

School: ______________ Program Level: ____________

Interviewer: ________________________________

Directions. This scale is to be used as an aid in teaching and counseling the educable retarded adolescent. It is not a screening device to include or exclude individuals from vocationally oriented programs. The scale should be used as an aid to a teacher or a vocational placement worker, not to indicate whether or not an educably mentally retarded student is ready for work placement but rather to indicate (a) the kind of classroom activities which should be devised to support the youngster as he prepares himself to enter the world of work, (b) the kind of job that should be selected, specifically as it relates to the perceived ability of the youngster, and (c) how much supervision a youngster will need when he is placed on a job.

The scale, which employs an interview technique, is organized into six distinct sections. The first section will help the interviewer in determining to what extent the subject is able to respond to the type of questions asked in the scale itself. No score is achieved in this section and it is the judgment of the interviewer which determines whether or not the interviewer should continue.

Record subscores and total score in the spaces below.

Section III - General ________
Section IV - Parents ________
Section V - Friend ________
Section VI - Teacher ________

Total Score ________

Comments:

Editor's Note: The rationale and statistical verification of this instrument are discussed in an article which appear on page 126 of this issue of *Exceptional Children, 39, (2), October 1972.* Readers who are interested in using this rating scale are hereby given permission to reproduce pages 145 to 151 in a limited number (100 or less) if the reprints are not to be sold for profit.

Section I. Warm Up

1. There are many programs a person can watch on television. Tell me your favorite programs.

   a.
   b.
   c.
   d.

2. There are many kinds of cars a person can own or drive. Tell me the names of your favorite cars.

   a.
   b.
   c.
   d.

3. Do you think you will ever own a (refer to number 2 for name of car) car?

   a. I'm sure I can
   b. I think I might
   c. I am not sure
   d. I think I might not
   e. I'm sure I can't

4. Think about your parents. How do you think your parents would rate the (refer to number 1 for TV program) TV program?

   a. among the best
   b. above average
   c. average
   d. below average
   e. among the poorest

5. Think about your best friend at school. How do you think your best friend would rate the (refer to number 1 for TV program) TV program?

   a. among the best
   b. above average
   c. average
   d. below average
   e. among the poorest

6. Think about your favorite teacher. How do you think your favorite teacher would rate the (refer to number 1 for TV program) TV program?

   a. among the best
   b. above average
   c. average
   d. below average
   e. among the poorest

Section II. Significant Others

1. There are many people who are important in our lives. Tell me the *names* of people you feel are important in *YOUR* life. Please tell me who each person is.

Names	*Who is this person?*

2. There are many people who are concerned about how well young people will do in work. Tell me the *names* of the people you feel are concerned about how well you will do in *work*. Please tell me who each person is.

Names	*Who is this person?*
1.	
2.	
3.	

3. There are many people who are concerned about how well young people do in school. Tell me the *names* of the people you feel are concerned about how well you do in *school*. Please tell me who each person is.

Names	*Who is this person?*
1.	
2.	
3.	

Section III. Self Concept of Ability as a Worker: General.

4. How do you rate yourself in *job ability* compared with your close friends?

______5. I am the best
______4. I am above average
______3. I am average
______2. I am below average
______1. I am the poorest

5. How do you rate yourself in *job ability* compared with those in your class at school?

______5. I am among the best
______4. I am above average
______3. I am average
______2. I am below average
______1. I am among the poorest

6. Where do you think you will rank in *job ability* when you leave this school?

______5. among the best
______4. above average
______3. average
______2. below average
______1. among the poorest

7. Do you think you have the ability to hold a full time job?

______5. yes, definitely
______4. yes, probably
______3. not sure, either way
______2. probably not
______1. no

8. Where do you think you would rank with other people who work full time?

______5. among the best
______4. above average
______3. average
______4. below average
______5. among the poorest

9. In order to become a more skilled worker (nurse, secretary, tool and die worker, TV repairman), more training beyond this school is necessary. Do you think that you could complete such training?

______5. I'm sure I can
______4. I think I might
______3. I am not sure
______2. I think I might not
______1. I'm sure I can't

10. Forget for a moment how others rate your work. In your opinion how good do you think your work is?

______5. my work is excellent
______4. my work is good
______3. my work is average
______2. my work is below average
______1. my work is much below average

11. What kind of pay do you think you are capable of getting for your work?

______5. the most pay
______4. above average pay
______3. about average pay
______2. below average pay
______1. the least pay

12. If you could be like anyone in the world, who would you want to be like? (Write the name of this person).

Who is this person?

13. If you were free to choose any job you wanted, what job would you most like to have after you complete your schooling?

14. Sometimes what we would like to do is not the same as what we expect to do. What kind of a job do you expect you really will have after you complete your schooling?

15. If you were free to go as far as you wanted in school, how far would you like to go?

______4. I'd like more training beyond this school
______3. I'd like to graduate from this school
______2. I'd like to continue in this school for a while
______1. I'd like to quit right now.

16. Sometimes what we would like to do isn't the same as what we expect to do. How far in school do you expect you really will go.

______4. I think I really will get more training beyond this school.
______3. I think I really will graduate from this school.
______2. I think I really will continue in this school for a while.
______1. I think I really will quit this school as soon as I can.

______ Record here total of Section III

Section IV. Perceived Self Concept of Ability as a Worker: Parents

Please tell me the answers to the following questions as you think your PARENTS would answer them. If you are not living with your parents, answer for the family with whom you are living.

17. How do you think your PARENTS would rate your job ability compared with other students your age?

______5. among the best
______4. above average
______3. average
______2. below average
______1. among the poorest

18. Where do you think your PARENTS would say you will rank in job ability when you leave this school?

______5. among the best
______4. above average
______3. average
______2. below average
______1. among the poorest

19. Do you think your PARENTS would say you have the ability to hold a full time job?

______5. yes, definitely
______4. yes, probably
______3. not sure either way
______2. probably not
______1. definitely not

20. In order to become a more skilled worker (nurse, secretary, tool and die worker, TV repairman) more training beyond this school is necessary. Do you think that your PARENTS would say you could complete such training?

______5. they think I can
______4. they think I might
______3. they are not sure
______2. they think I might not
______1. they think I can't

21. What kind of pay do you think your PARENTS would say you are capable of earning?

______5. the most pay
______4. above average pay
______3. about average pay
______2. below average pay
______1. the least pay

______ Record here total of Section IV

Section V. Perceived Self Concept of Ability as a Worker: Friend

Think about your best friend at school. Now answer the following questions as you think this FRIEND would answer them.

22. How do you think your best FRIEND would rate your job ability compared with other students your age?

______5. among the best
______4. above average
______3. average
______2. below average
______1. among the poorest

23. Where do you think your best FRIEND would say you will rank in job ability when you leave this school.

______5. among the best
______4. above average
______3. not sure either way
______2. below average
______1. among the poorest

24. Do you think your best FRIEND would asy you have the ability to hold a full time job?

______5. yes, definitely
______4. yes, probably
______3. not sure wither way
______2. probably not
______1. definitely not.

25. In order to become a more skilled worker (nurse, secretary, tool and die worker, TV repairman), more training beyond this school is necessary. Do you think that your best FRIEND would say you could complete such training?

______5. he thinks I can
______4. he thinks I might
______3. he's not sure
______2. he thinks I might not
______1. he thinks I can't

26. What kind of pay do you think your best FRIEND would say you are capable of earning?

______5. the most pay
______4. above average pay
______3. about average pay
______2. below average pay
______1. the least pay

______ Record here total of Section V

Section VI. Perceived Self Concept of Ability as a Worker: Teacher

Think about your favorite teacher - the one you like best, the one you feel is most concerned about your schoolwork. Now answer the following questions as you think your favorite TEACHER would answer them.

27. How do you think your favorite TEACHER would rate your job ability compared with other students your age?

______5. among the best
______4. above average
______3. average
______2. below average
______1. among the poorest

28. Where do you think your favorite TEACHER would say you will rank in job ability when you leave this school?

______5. among the best
______4. above average
______3. average
______2. below average
______1. among the poorest

29. Do you think that your favorite TEACHER would say you have the ability to hold a full time job?

______5. yes, definitely
______6. yes, probably
______5. not sure either way
______4. probably not
______1. definitely not

30. In order to become a more skilled worker (nurse, secretary, tool and die worker, TV repairman) more training beyond this school is necessary. Do you think that your favorite TEACHER would say you could complete such training.

______5. he thinks I can
______4. he thinkg I might
______3. he is not sure
______2. he thinks I might not
______1. he thinks I can't

31. What kind of pay do you think your favorite TEACHER would say you are capable of earning?

______5. the most pay
______4. above average pay
______3. about average pay
______2. below average pay
______1. the least pay.

______ Record here total of Section VI

Appendix 14

THE WORLD

OF

WORK

A WORK EXPERIENCE PROGRAMME

BY

G. ROBERTS

MINERVA STREET S.S.P.

SUTHERLAND

OCTOBER, 1978.

THE WORK EXPERIENCE SCHEME

Administration and Procedures

The scheme should be regarded as an integrated part of the school program which provides vocational experiences for pupils and assists them to gain satisfying and gainful permanent employment when they leave school. The work experience scheme provides a setting in which the pupils can experience social demands, acquire the necessary work habits, determine their interests and aptitudes and receive practical training in the world of work. It has also contributed significantly to the pupils' confidence, self-esteem and maturity.

RATIONALE OF THE SCHEME:

Work experience should be regarded as an extension of the classroom, "a life laboratory". Through it we can see the child's potential for independent living - his inadequacies and his strengths, his needs and desires. An evaluation of the information our "laboratory" yields directs our program towards the vital needs of our pupils.

The principal aims of the scheme, therefore, are:

1. Provision of a setting in which the child can meet the full range of social demands inherent in the work situation.
2. Provision of a work situation in which the effects of failure can be controlled and utilized constructively.
3. Acquisition of habits of industry through actual vocational experiences.
4. Exploratory or try-out experiences for determining interests and aptitudes.
5. Guidance in the selection of a suitable vocation.
6. Training for specific occupations in keeping with individual abilities and desires.
7. Provision of information to guide the classroom teachers in the development of their programs.

It appears that the main reason why many children fail in open employment is found to be in their inability to meet the social rather than vocational requirements. As a result there has been a growing tendency to place most stress on the acquisition of social skills and good work habits by the pupil, using his experiences to point to specific needs which can then be met in the classroom.

N.B.

As this scheme is an extension of the classroom program, the Principal of the school retains his usual responsibilities for these pupils while they are at Work Experience. He should, therefore, be kept fully informed of the teacher's itinerary on Work Experience day, pupil placements and progress and community contacts. In an emergency employers usually contact the Principal of the school.

CONDITIONS OF PARTICIPATION:

Work Experience Schemes must be officially recognised and the following conditions observed:

1. Students must be aged fourteen years or more.
2. The purpose of the scheme must be explained to parents, and their consent obtained.
3. Permission of the appropriate Regional Director of Schools must be obtained for the program.
4. The type of work to be undertaken must be investigated on the site, before any placement is made. Care must be taken to ensure that:
   (a) No dangerous machinery is used. Any machinery used must be adequately guarded, and the pupil must have the dexterity and intellectual ability to use it.
   (b) Proper supervision of the pupil while at work, and particularly while using machinery, must be arranged with the employer.
5. The hours of work must be between 7a.m. and 6p.m.
6. Should there be any doubt as to a child's fitness to attend work, or his physical ability to manage a particular type of work, a medical examination should be arranged with the Department's Medical Officer.

If exceptional circumstances exist, and any departure from these conditions is contemplated, prior approval must be sought from the Regional Director of Education

Working conditions for the child should be as near as possible to those typical in ordinary permenent employment.

Therefore, he should:

1. Wear clothes appropriate to the job, not school uniform.
2. Report for work at the same time as other employees in the firm.
3. Unless special arrangements have been made, he should work the full day.
4. Be prepared to keep any regulations imposed on employees by the firm.
5. Carry out any instructions which would normally be expected of any new recruit employed by that firm. In small firms this may involve collecting staff lunches or sweeping the factory floor.

WHEN IS A CHILD READY TO START WORK EXPERIENCE:

Although a pupil is eligible to start work experience at 14 years, he is not necessarily ready then. Some of the more important factors to consider are:

1. Social-emotional maturity.
2. Work habits and attitudes.
3. Ability to travel independently.
4. Length of time expected to remain at school.

It is essential that a careful assessment of the child's strengths and weaknesses is made before the first position is chosen so as to ensure success.

SUGGESTED PROCEDURE:

1. Approach parents for consent.

   Discuss the aims and conditions of Work Experience, capabilities and ambitions of child, type of work to be sought. Obtain parental consent, in writing. (See page 278).

2. Obtain positions

   Although the initial contact or introduction may be through a member of a Service Club Committee, the Commonwealth Employment Service, parents, pupils, member of staff or employers, the teacher should personally visit the firm to make final arrangements and complete the Job Specification (see page 275) as he is best able to prepare and counsel the pupil if he has first-hand knowledge of the work situation. Most positions can be obtained by personal approach; letters have not proved very successful. Work experience with the child's own parents or in a private home should be avoided.

   Factors to consider:

   i. Nearness to home. As pupils travel from different parts of the Shire, it is advisable to obtain jobs in different areas.
   ii. Availability of suitable transport.
   iii. Willingness of all members of the firm to participate. Much of the success of the Work Experience Scheme depends on the active support of both the employer and his staff, particularly those workers with whom the child will be in direct contact.
   iv. Type of work offered - is it suitable? Is the firm able to provide sufficient work to keep the pupil busy all day? Working conditions? Other workers?

   Discuss with the Manager the aim of Work Experience, the length of time at each job, the responsibilities of firm and school, insurance cover, the children's range of abilities, any relevant health matters (e.g. epilepsy), attitude of unions and conditions applying to payment (see later).

   Employers appreciate a written account of the scheme (see page 272) to keep on their files. The teacher should also obtain from the employer a written statement that they are willing to take the child for Work Experience (see Page 276). Complete the Employment Record Form.

   Make arrangements to bring the pupil in to meet the employer. If a student is not available at that time, send a letter informing the employer of the situation

3. Select the Pupil

For a child taking part in the program for the first time, a careful assessment involving staff members and specialists, using the attached forms (see page 303) and an accurate matching with the available jobs must be made. This is extremely important.

Children with work experience should be allowed to make their own choice, as far as possible. This can be done by using a board indicating the available jobs, with address, starting time, etc. Slides or films to show the type of work to be done are extremely valuable.

Note: No person under the age of 15 years is to be employed in working or assisting to work at or with any machinery.

4. Take Pupil to meet the Employer

Beforehand, talk with the child about what is likely to happen at the interview. Talks and discussion of a more general nature about work experience, interviews, introductions, getting on with other people, etc., should be an integral part of the class program throughout the year.

Introduce the child to the Manager and workmen who will be concerned with his welfare at work. Discuss hours, where to report, lunch facilities, type of clothing suitable for this job.

Ensure that the child has no problems in getting to work; that the child knows where the appropriate bus or train stops are; that bus and train passes are appropriate for the new destination. In some cases employers will pick up children from stations, etc., but this does impose upon their time and should be avoided where possible. Some children will need a trial run; see that this is arranged.

5. Confirm starting date with Employer

6. Inform parents: (see page 283)

   1. Job obtained.
   2. Name of firm, telephone number and person with whom contact would be made in the case of sickness, etc. (Generally parents should be discouraged from visiting the child at work).
   3. Address of firm.
   4. Travel arrangements.
   5. Time of starting and finishing work.
   6. Date work experience will begin.
   7. Clothes to be worn and lunch provisions available.

7. First Day

Check to see that the child has arrived and all is proceeding smoothly.

8. Follow-up

It has been found essential that teachers carry out the follow-up work as second-hand reports through an intermediary seldom prove entirely satisfactory.

   i. Visit the pupil at work regularly on work experience day and discuss progress with the child's "boss".

ii. Information gained from these visits and from written reports should be used when planning the classroom program (e.g. a boy in a wood-working job who is reported to have a poor grasp of measurement and fractions should be given extra help with these. A girl who is found to be over-sensitive to criticism of her work should be given help to overcome this).

iii. Make a brief note on the child's individual Work Experience Report Sheet (see page 280). Any suggestions which could be of value to the class teachers should be recorded.

9. Employer Reports

Some form of written report should be obtained from the employer. A report such as "The Employment Readiness Assessment Schedule" (see page 291), has been found most satisfactory as it is quickly completed and gives a profile of the child's performance in both job and social areas. Thus this rating scale is intended to provide both a report and a guide to observation, directing attention to the main objectives of the scheme.

These reports should be filled in after six weeks and filed with the child's personal records.

10. Assessments and References

After six weeks on a job, student, parent, employer and teacher assessments should be made. As a result, planning for another job is commenced involving the student's choice. New forms should be forwarded to parents.

Send a Thank You to the employer, and ask for a reference. A copy of this reference should be kept in the student's file.

11. Length of Time at Work Experience Positions:

Placement is usually a short-term arrangement, (usually 8 weeks) changes being made when it is felt that a situation has no more to offer, or when it is obvious that the child cannot meet the demands of the job. In this way the pupils experience a variety of different work situations.

Some employers offer full time work to the students on completion of the work experience. This, in some cases, reduces the number of jobs available to the program so new jobs must be continually found.

12. Preparation for Change of Work Experience

The selection of the new position should increasingly involve the student. Arrange for the student to visit the new employer. This interview should also increasingly involve the student.

TRAVELLING EXPENSES

The school provides pupils with a letter (see p281) stating that the child is on an approved Work Experience Scheme. This enables them to claim school rates on the bus or train and can also be produced by pupils if they are approached in the street and asked to explain their absence from school. A record of student travel costs is kept and forwarded to the Regional Office for reimbursement.

Teachers involved in work experience schemes are entitled to claim mileage.

Vocational Course Teachers:

1. The teacher is responsible for applying for approval to use his car through his Principal to the District Inspector of Schools. A comprehensive insurance cover on his car is necessary.
2. A Contingency Form No.6A should be completed each month to enable compensation for mileage incurred on follow-up of students and forwarded to the local Area Office of the Department of Education.
3. Public Service rates should be claimed.
4. Vocational Course teachers should keep a record of all travel related to work experience, so that, if necessary, details of how the mileage was accumulated can be produced. The record should include date, distance travelled and places visited.
5. Claims should be lodged regularly (say at the end of each month).
6. The teacher should keep a record of the visits made to firms for the purpose of obtaining jobs.

HOLIDAY AND AFTER SCHOOL JOBS

Frequently an employer offers the pupil a paid holiday or after school job in the firm. It should be noted that the Education Department Indemnification or School Insurance cover does not cover work of this nature and such arrangements are the responsibility of the parents and the firm.

NOTIFICATION TO REGIONAL DIRECTOR OF EDUCATION

Regular lists of students involved in work experience should be sent to the Regional Director. Copies of evaluations and any changes in procedures should also be sent to the Director for his information.

ACCIDENTS

Accidents to pupils or property in the work experience scheme are rare. The Workers Compensation Act does not apply to pupils that are not paid and an employer can be legally liable if there has been proved negligence on the part of his staff which has contributed to the accident. Most employers will have Public Liability Insurance policies which generally cover accidents to persons other than workers, and which could operate in the event of a successful damages claim being brought on behalf of a pupil who had been injured. In the event of a successful damage claim not being fully met by the employer's insurance policies, the Department indemnifies the employer for any amount which he becomes legally liable to pay. This ensures that an employer should incur no risk in taking part in the work experience scheme.

Pupils engaged in work experience schemes are in the same position as other children who leave the school premises for educational purposes as part of their school program. The legal position is that there can be no successful claim against an employer from an accident to a pupil.

For accidents which are not covered by the above (i.e. caused by the student) the school has arranged an insurance cover through the Government Insurance Office of $10,000 for death or major injury and $200 medical expenses over and above Medibank entitlements. The Education Department is looking at means of insuring students on work experience and when this becomes available the school will change to that cover.

PAYMENT OF STUDENTS ON WORK EXPERIENCE

No payment is to be made to students on work experience but a fund has been established at the school into which employers, parents and Service Clubs are invited to contribute. This fund is used to:

1. reimburse needy pupils of out-of-pocket expenses;
2. make incentive payments where we decide these are necessary and proper;
3. allow us to make nominal payments to all participating students and
4. to provide us with a basis for practical commercial training for our pupils, i.e. understanding wages, banking, budgetting, purchasing, etc.

All employers and parents are notified of these conditions (see page 279).

DEPARTMENT OF LABOUR AND INDUSTRY REGULATIONS

1. No student under fourteen years of age shall be permitted to participate in a Work Experience Program.

2. No student under fifteen years of all shall be permitted to work in such a program outside the hours of 7.00a.m. and 6.00p.m.

3. A Ministerial permit under Section 49 of the Factories, Shops and Industries Act, 1962, is not required for students under fifteen years of age participating in work experience projects.

4. No medical certificate of fitness shall be required for any child under sixteen years of age.

5a. If a child is a volunteer worker, the employer is free of liability to make any payment under the Federal or State Aware covering the industry and the New South Wales Annual Holidays Act.

b. The full conditions of the relevant award shall apply if the child is employed as a paid worker.

6a. If a child is a volunteer worker he has no rights, and his employer has no liability, under the Workers' Compensation Act.

b. All provisions of the Workers' Compensation Act apply to any employment of a child as a paid worker.

7a. No child shall be employed on any prescribed or other dangerous machine.

b. All safety, health and welfare legislation shall apply to any work site and to any child engaged in a work experience project, either as a paid worker or as a volunteer worker.

KEEPING RECORDS

The efficient organisation of a work experience scheme depends upon the keeping of adequate records. Over a period much information and experience relating to job opportunities in an area can be accumulated. This data may be lost when there are changes in staff, and the following system has been found useful for recording.

Employer - Work Experience Record Card (see page 277).

Whenever a contact is made with a new firm, details (name of firm, address, name of contact, nature of work available, requirements) are noted. The cards are filed numerically and are used by a teacher seeking a work experience position for a pupil. If the file has been kept up to date, it provides a very comprehensive picture of job opportunities in an area. (See page 275 for example). A master sheet of all jobs should also be kept for easy reference to any job. A separate sheet should be kept of those employers approached who did not wish to participate in the scheme. A teacher can avoid embarrassing refusals and prevent offending local businessmen if the master sheets are consulted before approaching any firm.

A record of students to have attended each firm should be attached to the Employer Card.

Individual Pupil Work Experience Record Files (see page 280)

When a child is placed on work experience, all details and copies of forms should be included in the individual student's file. An examination of a child's file will reveal the number and type of work experience jobs held, how successful she/he was and areas of strengths and weakness. This record is important where subsequent assistance proves necessary. When the child obtains a permanent position this file becomes part of the school records.

Comments from parent-teacher interviews should be kept in the file.

All information relating to the child's placement should be filed (e.g. parental consent form, parent and pupil assessments, employer reports, etc.). Where a child transfers to another Special Class or Vocational Course, these records should be forwarded to the new school.

SOME PRACTICAL SUGGESTIONS:

1. Public Relations: There are several ways in which the teacher can promote good relationships between local business firms and the school.
    a. Always contact the Manager (or your official contact in the firm) before going into the workshop or office to see the child.
    b. Notify the employer a few weeks in advance of the dates of school holidays.
    c. A "thank you" letter from the school when a child leaves a position should be sent. If the pupil can also write one personally, this is greatly appreciated. Inform the employer of conditions relating to the placement of further students.
    d. Make some provision for notifying the employer if a child is ill and unable to go to work. It is usually most convenient to ask parents to notify both the employer and the school if the child is ill on work experience day.
2. The teacher has a responsibility to advise the school of his whereabouts on work experience day so that he can be contacted in an emergency.
3. Arrange, as far as possible, for all pupils to go out to work on the same day of the week. In a double unit Class or Vocational Course, this enables both teachers to visit pupils, make new contacts, develop programs and materials for follow up, keep assessments up to date or take the pupils not on work experience for interviews.

4. Newspaper publicity must be treated with caution. Information concerning the scheme should be given to those directly involved or in a position to help. However, avoid drawing attention to the children's differences and instead emphasise the positive aspects of their adjustment to work.
5. Arrange an employer luncheon at the school each year so that employers can be gathered together to talk about their own experiences with students and to offer suggestions for improvements to the scheme.

USING THE SCHEME IN THE CLASSROOM

The knowledge gained from the close contact with employers has an effect upon the school programs, i.e. more time is spent on weighing and using a variety of different scales and machines.

Many aspects of the classroom programs become more realistic and attainable as a result of work experience. Children seem to mature, become more confident in themselves and more settled. They often seek out information which will help them in their job, i.e. practice in weighing, counting, etc.

Topics such as using the telephone, sending telegrams, filling out forms, travelling, mathematics, reading, language development, etc., can be made far more practical.

In discussions, more pupils are able to be involved on a common theme. Some students that have previously been reluctant to join in are often keen to tell of their work. Other students previously intent on dominating discussions, now are interested in what the others have to say as they may be involved in that job themselves. In discussions on adult behaviour and human relationships, etc., they often show a keen insight.

Vocational Guidance becomes more interesting by using films and slides of students at work. Programmed written material becomes more meaningful. Pupils develop a better understanding of themselves in relation to the skills and abilities needed to do different jobs.

Many employers have offered their time to come to the school to talk on matters related to the work experience program, i.e. interviewing procedures, expectation of employers, getting along with fellow workers, etc.

PARENT AND COMMUNITY INVOLVEMENT

Many parents have expressed delight with the program and the effect that it has had upon their children. In some cases it has provided a link for greater discussion and co-operation between children and parents.

The program has shown the need for greater parent/teacher discussion and interaction. This achieved through specific parent-teacher interviews and of programmes specifically aimed at having the parent involved in the students education, i.e. job choice program.

Many Businessmen that had previously had some doubts about the work potential of the young workers changed their minds and are keen to hire them whenever a position becomes available.

THE ORGANISATION OF THE WORK EXPERIENCE PROGRAM

1. Students from the two senior classes take part in the work experience program each Wednesday, i.e. some 35 students. Those students not ready to take part in outside work experience are given special training by the Occupational Therapist at the school.
2. Students are selected on the basis of:
    - i. Social-emotional maturity.
    - ii. Work habits and attitudes.
    - iii. Ability to travel independently.
    - iv. Length of time expected to remain at school.
3. The Principal, two class teachers and one specialist teacher co-operate one day each week to organise supervision of the children on work experience, completion of reports, assessment, development of material for follow up, etc.
4. Copies of all relevant material are kept in a filing cabinet allocated to the program.
5. To simplify the recording of information, three booklets containing all the various forms are prepared. One for when the child commences the program, another for each individual position and a third for each employer.

THE WORK EXPERIENCE PROGRAM - COMMENTS FROM EMPLOYERS

"It lets the boss test the worker and it lets the child find out if he really wants to work here".

"I can see some good in it to encourage them to stay at school and get a better job than this".

"It's about time school taught children something that is useful in life".

"If they made them work harder at school they might know how to measure when they leave".

"I think the scheme is a great idea. We are happy to help these special children to get a job that suits them".

"I won't bother advertising for young people now that I know the type of people that the school has. I will ring you".

BOOK 1 - EMPLOYER

E1	Letter to employers and service clubs.
E2	Letter outlining conditions of payment
E3	Employer Details Card
E4	Employer's Statement of Agreement
E5	Employer Record Card

BOOK 2 - COMMENCING WORK EXPERIENCE

C1	Letter to parents seeking permission.
C2	Letter to Parents outlining fund.
C3, C4	Assessment Forms
C5	Individual Pupil Work Experience Record.
C6	Identification Card

BOOK 3 - INDIVIDUAL FORMS

I1	File Control Sheet
I1	Notification to Parents
I3, I4	Parent Assessment
I5	Pupil Assessment
I6, I7	Employer Assessment

OTHER FORMS AND INFORMATION

Firms taking part in the Work Experience Scheme at October, 1978.
Letter to Parents re program.
Invitation to Luncheon.
Letter to Parents re obtaining employment.
Reference requested and Thank You to Employers.
Train Travel List.
Extra Employee Progress Report.
Work Experience Case Studies
Interviewing Assessment Form.
Application Form
Application Assessment Form
N.E.A.T. Scheme Information.

AMENDMENTS TO SCHEME - October, 1978

Mostly the scheme has operated in the same basic format since it was commenced in 1975.

However, several variations and additions have been made which may be of interest.

1. In between each work experience, one day was allocated to
    - a. student evaluation.
    - b. writing of thank you letter.
    - c. selection of next position.
    - d. interview with new employer.
    - e. counselling.
    - f. interview with Commonwealth Employment Service officer.

2. The program operates for 8 weeks and then a 4 weeks intensive program on maths or communication was carried out and so on. Information about these intensive programs are available from the Principal.

3. The program operates for seven weeks, one day per week and concludes with a one week full time period.

4. N.E.A.T. (National Employment and Training) Work Experience Program for Handicapped students commenced mid-way through 1978.

    The intention is for students that have participated successfully in the ordinary work experience program to progress to the N.E.A.T. scheme which will offer more long term and intensive development of vocational skills. (See page 301-304).

5. The Technical Education link course at Gymea Technical College operates one day per week in addition to the work experience program and compliments the program. Details can be obtained from the Principal.

6. A full evaluation has been carried out as a result of Innovative funding.

Minerva Street School for Specific Purposes,
Minerva Street, SUTHERLAND

PRE-VOCATIONAL TRAINING OF CHILDREN WITH SPECIAL NEEDS

Throughout this country there are many children of fourteen years of age and older who, because of their learning difficulties and special needs, can expect to find considerable difficulty in meeting the demands that will be placed on them when they leave school.

In an effort to help these children, Minerva Street School for Specific Purposes is seeking the co-operation of employers who are being asked to assist with the training of the children.

The scheme provides for each child to spend up to one full working day per week in an organisation which is willing to train him or her. The full working day is regarded as part of the child's normal school program, i.e. it is seen as a preliminary to permanent placement and as a period in which the child is developing some skills involved in the work and, what is more important, is developing in an environment which demands, among other things, punctuality, obedience and conscientiousness.

In order that an accurate assessment of the child's vocational "readiness" can be made, he must, during his preparatory period, work under conditions which are as near to typical of those in ordinary permanent employment as is possible, i.e. he should be viewed in the same light as would any new recruit being employed by the firm.

The Department of Labour advises that it will raise no objection whatsoever to the employment of these children.

At this stage of the scheme's development, the following conditions apply:

(a) They do not work for more than one day in any one week;
(b) No pupil who is under 14 years of age is to engage in working or assisting to work at or with any machinery.
(c) They work in one position for eight weeks.
(d) A work permit is not required.
(e) The child works as a volunteer worker and no payment is to be made. However, employers can pay into a fund available at the school, which is used to re-imburse students for expenses incurred.
(f) If a child is a volunteer worker he has no rights, and his employer has no liability, under the Workers Compensation Act, provisions of the Workers Compensation Act apply to any employment of a child as a paid worker.
(g) A teacher will visit the pupil regularly to note his progress and assist with any problem.

Insurance has been arranged so that the Crown will indemnify employers who participate in work experience projects in the following terms:

> "The Department of Education indemnifies employers who participate in work experience programs to the full extent of any amount which they may be legally liable to pay for injury to students arising out of work experience, excepting claims in respect of

which the employer may be indemnified under any form of insurance, whether statutory or otherwise".

The school arranges insurance to meet the costs of an accident which might occur in the normal course of the child's "employment".

We would appreciate your completing the enclosed form and returning it to the school as soon as possible. A representative of the school will contact you to provide further information and make arrangements if you are agreeable.

Your co-operation and assistance in this matter would be greatly appreciated by all who are concerned with the education and guidance of these young adults.

Yours sincerely,

Principal

Minerva Street Public School,
SUTHERLAND, 2232.

Dear Employer,

To provide employers with firm guidelines on the question of payment to pupils involved in the work-experience program the following points are made:

1. No payment is to be made to students. (This does not apply to students involved in the NEAT Program). Further, employers should feel free of any obligation in this regard. Our belief is that the work experience program is an educational venture, the success of which depends upon your co-operation. Clearly, we do not want to lose this.

2. Should an employer believe that payment to a particular child is warranted, or should you feel you would like to support the scheme in general terms, then you are requested to make such payments to a newly established fund at the school, namely the Minerva St. School Work-Experience Account.

3. This fund will be used to:

   i. reimburse needy pupils of out-of-pocket expenses,
   ii. make incentive payments where we decide these are necessary and proper,
   iii. allow us to make nominal payments to all participating students, and
   iv. to provide us with a basis for practical commercial training for our pupils, i.e. understanding wages, banking, budgeting, purchasing, etc.

   Parents and Service Clubs will also be invited to contribute to this fund.

Employers also may be concerned about the position they would be placed in if a child was involved in an accident.

However, the employer is covered under the Dept. of Education indemnification should any accident occur.

A copy of this statement is readily obtainable if so desired.

Thank you for all your most valuable co-operation.

Yours sincerely,

PRINCIPAL

E3

EMPLOYMENT RECORD NO. ______

BUSINESS NAME: ______

ADDRESS: ______

PHONE NO: ______ CONTACT: ______

TYPE OF WORK: ______

WILL ASSIST BY:	YES/NO	DETAILS
a) Speaking at school		
b) Supplying equipment		
c) Excursions		
d) Part Time Work		
e) Full Time Employment		

CONDITIONS OF WORK:

Hours from ______ to ______ No. Employed ______

Lunch Break from: ______ to ______

Lunch facilities available: ______

Incentives or contribution to fund: ______

Nature of Training: ______

Clothing required: ______

Transport Facilities Available: ______

WORKING CONDITIONS: ______

______

______

REQUIREMENTS:

Sex ______
Age ______
Physique ______
Inter-Personal Relations ______
Verbalise ______
Reading ______
Writing ______
Travel ______
Tell Time ______
Compute ______
Use measurement ______
Handle money ______
Follow Verbal Instructions ______

Co-ordination ______
Endurance ______
Carefulness ______
Eyesight ______
Hearing ______
Independence ______
Adaptability ______
Colour Sense ______
Use Machines ______
Safety Consciousness ______
Accept Responsibility ______
Retention ______
Mobility ______

COMMENTS: (Attitude, special qualifications, etc.)

______

______

EMPLOYER'S STATEMENT OF AGREEMENT

The Principal,
Minerva Street School for
Specific Purposes,
Minerva Street,
SUTHERLAND, 2232.

Dear Sir:

This organisation is/is not prepared to assist with the pre-vocational training of childrem from Minerva Street School.

(Signed) ______________________(Representative)

Organisation: ________________________________

Phone: _______________

Date: ________________

EMPLOYER-WORK EXPERIENCE RECORD CARD

EMPLOYER: 'Phone:

ADDRESS: Date:

CONTACTS: By:

TYPE OF WORK:

REQUIREMENTS:

PUPIL	COMMENTS

C1

Minerva Street Public School,
Minerva Street,
SUTHERLAND, 2232.

Dear ____________,

To assist in your child's education, I would like permission from you for your child to participate in a work experience program. This scheme will help the students' schooling, not only by involving them in situations met in the business world, but also allowing them to bring back to the classroom very practical experience on which to further their education.

The scheme will operate as follows: a number of students in the Vocational Course (or Form Four classes) as part of their normal school program, will receive training in job skills and work habits before they leave school. This will involve their working for an employer for one full working day each school week for approximately 8 weeks. While they will not be paid, they will be insured. Every endeavour will be made to find a suitable field of work for your child and, if possible, he/she will be given the opportunity of obtaining experience in a variety of occupations.

The students will be expected to travel to and from their places of employment without supervision, but while so employed they will be supervised by trained workmen. A close check is to be kept of each child's progress and this information will be made available to you on request.

A fund has been established at the school into which parents, employers, and Service Clubs are invited to contribute. The fund will be used to allow us to make nominal payments to all participating students and to reimburse needy pupils of out-of-pocket expenses.

I am sure that you will be well aware of the advantages offered by this scheme and trust that you will agree to your child's participation. Would you kindly complete the detachable portion below and return it to your child's teachers as soon as possible.

Yours sincerely,

PRINCIPAL

- -

I hereby consent to my son/daughter ____________________ travelling to businesses to gain work experience, which has been arranged for pupils attending Minerva St. Public School.

Signature of Parent or Guardian ____________________

Date: __________

Address: ____________________

____

C2

Minerva Street Public School,
SUTHERLAND, 2232.

Dear Parents,

WORK EXPERIENCE PAYMENTS

It is necessary for a term payment of ______________ to be made for students participating in the work experience program so that:

1) Insurance can be arranged as requested by the parents.

   The details are as follows:

   $133.80 a year for 27 students

   i.e. approx. $5.00 each per year.

   Summary of benefits:

   $10,000 for death or major injury

   $ 5,000 for loss of one arm, leg or hand
   a sliding scale for injuries
   $200 medical.

2) Payments can be made to pupils as a basis for practical work in handling money.

   e.g. banking
   savings in other institutions
   depositing and withdrawing money
   budgetting, etc.

As some employers donate money into this account we expect the net result to you will be favourable.

Each student will receive weekly allocation which will be paid into a savings account when decided by teachers involved in the banking/budgetting program.

The account will be audited in November of each year and a statement will be issued to all parents contributing to the fund and to the P & C Association.

Please 'phone me if you require further information.

A prompt payment of this fee would be appreciated.

Yours sincerely,

PRINCIPAL

INDIVIDUAL PUPIL WORK EXPERIENCE RECORD

NAME:

Date of Birth:

ADDRESS:

SCHOOL:

NOTES:

Job	From	To	Comments on Work Experience

MINERVA ST. SCHOOL FOR SPECIFIC PURPOSES
MINERVA STREET
SUTHERLAND

WORK EXPERIENCE IDENTIFICATION CARD

The bearer of this letter, ______________________________ is a pupil at the above school. He/She is involved in an approved school program known as the Minerva St. School Work Experience Program each ______________________________

When travelling to and from Work Experience he/she is attending school and train passes have been issued accordingly.

I request an extension of the time normally allowed for travelling of school students.

Contact me at 521-3439 for verification of the above.

PRINCIPAL

MINERVA ST. S.S.P.

WORK EXPERIENCE CONTROL SHEET

Employer's Name ______________ Date of Birth ______________ SUBURB ______________

Visited Employer ☐
Transport Arranged ☐
Clothing Arranged ☐
Comments

Parents Informed ☐
Parents permission received ☐

1	
2	
3	
4	
5	
6	
ASSES-MENT	Pupil ☐ Parent ☐ Employer ☐ Reference Requested ☐ Choice of Next Positions:
7	
8	
CONCLU-SION	Employer Card Noted ☐ Pupil Card Noted ☐ Reference Obtained ☐

I2

Minerva Street Public School,
Minerva Street,
SUTHERLAND, 2232.
521-3439

Dear ____________________

WORK EXPERIENCE PROGRAM

This letter is to inform you that ________________ has been selected to start work experience on ____________ at

Business Name: ____
Address: ____
Telephone No: ______________ Contact: __________________________________
Type of Work: ___________________ Finishing Time: ______________________
Travelling Facilities: ____
Clothing Needed: ____
Lunch Facilities: ____

Both the employer and the school will do their best to ensure that the work experience is a successful experience. We would appreciate your assistance in ensuring that your child leaves home in time to commence work at the correct time with adequate clothing and lunch provision. The work will continue each ______________ until you receive further notice.

Please contact the employer and the school as soon as possible if the child is ill on work experience day.

Please complete the tear off slip below and return it to the school. If you have any further enquiries to make about the work experience program, please contact me.

Yours faithfully,

PRINCIPAL

- -

The Principal,
Minerva St. SSP,
SUTHERLAND, 2232.

Approval is given for _________________________ of Minerva St. SSP Sutherland to participate in a Work Experience program, each ____________ commencing _____________ at ____
Address: ____

SIGNED: _________________________________
Parent or Guardian

MINERVA STREET SCHOOL
WORK EXPERIENCE PROGRAMME

PARENT ASSESSMENT

Note. Place a cross on the line in the position you feel best answers the question (i.e. could be in between two statements)

How do you rate the programme so far?

RATING

Very Successful	Useful	Interesting	Of little value

Have you noticed any change in your child's attitude and in what way?

ATTITUDE

Large	Noticeable	Little	None

Comment: ____________________

____

____

CONFIDENCE Has it changed your attitude to your child's future in employment?

Much greater confidence	more confidence	no change	less confidence

SUIT Do you feel that the type of work your child is doing suits his abilities and why?

Very much	Mostly	Not much	Not at all

Comment: ____________________

____

____

Note. Cross out the answere not agreed to.

Would you like to see your child obtain a full time position in this job? YES/NO/UNCERTAIN

Would you like to see the programme continue? YES/NO/UNCERTAIN

Do you understand the aims and procedures of the programme? YES/NO/UNCERTAIN

So that the programme might be improved, please make further comments and suggestions on the programme and on any difficulties that you have had to overcome. You also might like to offer the names of employers whom we could contact for inclusion in the programme. ____________________

____

____

Thank you in anticipation of your co-operation.

G. ROBERTS

I5

WORK EXPERIENCE PROGRAMME

STUDENT REPORT
(After 4 weeks)

NAME: ______________________________

NAME OF EMPLOYER: ______________________________

PERIOD OF EMPLOYMENT: ______________________________

1. What hours do you work every day? ______ a.m. to ______ p.m.

2. How do you get to work? ______________________________

   How long does the trip take you? ______________________________

   What time did you leave home? ______ a.m.

   What time did you get home ? ______ p.m.

3. Do you find that your job is (put a tick opposite the word that describes your job)

EXCITING	☐	DIRTY	☐	DIFFICULT	☐
NOISY	☐	INTERESTING	☐	BORING	☐
TIRING	☐	TOO EASY	☐	ENJOYABLE	☐
TOO FAR AWAY	☐				

4. Do you find your workmates friendly and helpful? Yes/No

5. Do you want to stay at this job for another 4 weeks? Yes/No

6. Is this the kind of job you would like when you leave school Yes/No/Don't Know

7. Why? ______________________________

   ____

   ____

8. What do you like most about this job? ______________________________

   ____

9. What do you like least about this job? ______________________________

   ____

10. Do you talk to your parents about what you have done at work? Yes/No

11. Do your parents think that the work has been good for you? Yes/No/Don't Know

12. Do you think that the work has been good for you? Yes/No/Don't Know

13. What job would you like next? Write down three in the order you prefer

    1. ______________ 2. ______________ 3. ______________

Minerva Street Public School,
Sutherland, 2232

Dear Parents,

It is my opinion that the Work Experience Program which is evolving at this school constitutes one of the most exciting educational innovations I have seen.

It is increasingly becoming a most complex operation which involves the teachers concerned in endeavours "above and beyond the call of duty".

I am deeply appreciative of their dedication. It is important that you, too, appreciate their efforts.

In particular, there are two points I want to bring to your attention.

First, the school's responsibility with regard to the programme is to provide the child with work-experience and to counsel him concerning such experiences. It is not our responsibility to place the child in full-time employment. This is, and must remain, the responsibility of the child and his parents.

We are happy to advise parents concerning suitable employment for their children. Indeed we will give such advice when we believe the school has offered all it can to the child. But it should not be assumed that a child will remain at school until work is found.

The second point I wish to bring to your attention concerns the withdrawal of pupils from specific jobs. If we were to allow pupils the right to withdraw at will from jobs they do not like the scheme would become unworkable.

I ask, therefore, that any worries you may have concerning your child's work-situation are first directed to me and that you do not act without such consultation.

Please realize that we are in regular contact with pupils and employers and that we would not tolerate a situation in which a child was desperately unhappy. However, we cannot be certain, no should we expect, that all work-experiences will be ideal ones.

One of life's important lessons is to learn to take the good with the bad and we believe that this realization can be fostered via our program if you co-operate.

Remember also that another aim of our program is to allow pupils to experience as wide a range of occupations as possible. We believe they need to learn to be adatpable people with the ability to persevere if they are to become self-sufficient adults.

Your co-operation is needed if we are to succeed in this aim.

Yours sincerely,

PRINCIPAL

Dear

You or your representative, are cordially invited to attend a luncheon at the school on ________________________ commencing at 12 noon and concluding at 2p.m.

Primarily, we are anxious to express our thanks to employers who have cooperated in our work experience program.

Further, it will provide us with an opportunity to outline to you our aims and objectives. It will also give you the opportunity to question us, to offer suggestions, and to discuss problems with fellow employers.

We aim, then, for a social occasion which will prove to be of mutual benefit.

We know you are busy people. However, the fact that you have already cooperated with us indicates your appreciation of the importance of our joint endeavours and we hope you can find the time to join us on this occasion.

It will give us pleasure to welcome you.

On behalf of participating teachers,

PRINCIPAL

R.S.V.P. ______________

- -

Please return to: The Principal,
Minerva St. S.S.P.,
Minerva St.,
SUTHERLAND, 2232.

I will be attending the luncheon on ____________________

____

Replies by 'phone should be directed to: ____________________ 521-3439

Minerva St S.S.P.,
Sutherland,

Dear

________________ will be leaving school between now and the end of the year.

As you are no doubt aware job prospects are bleak and the situation will worsen later in the year when school-leavers flood the job market.

Your are advised, then, to make every effort to find a job for your son/daughter before that happens.

We can advise you as to job suitability. We are happy to talk to employers on your behalf. Yours is the responsibility of finding the job.

1. Explore every avenue. Ask friends and relatives to be on the lookout for suitable job openings. Very likely these will be the most rewarding contacts you will make.

2. Make contact with the Commonwealth Employment Agency. Mr. Keith Paterson knows of our school and it is his function to assist young people such as ours.

3. Buy the "Leader" as soon as it reaches the newsagency each Wednesday. It is too late to follow-up job opportunities if you wait for it to be delivered.

4. Encourage your child to attend every job interview possible. The practice will be of benefit.

5. Buy the Wednesday and Saturday Herald and follow-up vacancies advertised in it.

6. Seek an interview with your child's teacher and me if you are in doubt about your child's job suitability.

The school will undertake to keep your child's name officially on the books for one month after he commences work. It is important to let prospective employers know this.

- i. He will be more likely to take a chance under these circumstances.
- ii. He will have the opportunity to seek our help to solve any problems experienced in this period of employment.

The attendance of pupils at interviews will take precedence over other school activities. If the interviews occur on a day scheduled for work-experience please let the employer know your child will not be attending on that day.

PRINCIPAL

Minerva Street Public School,
SUTHERLAND, 2232.

Dear Employer,

Thank you for helping our pupils become competent members of our community by having them in your place of employment each Wednesday for work experience.

We have been advised that the Crown will indemnify employers who participate in work experience projects in the following terms:

> "The Dept. of Education indemnifies employers who participate in work experience programs to the full extent of any amounts which they may be legally liable to pay for injury to students arising out of work experience, excepting claims in respect of which the employer may be indemnified under any form of insurance, whether statutory or otherwise"

Since we have introduced this scheme we have found that all pupils have gained considerable benefit from the experience and they and their parents are most appreciative of the efforts of employers to assist the school in this way.

If you would prepare a written reference which could be used in helping the student to gain full employment ultimately, it would be greatly appreciated.

Such reports will be collected by the supervising teacher at the conclusion of the work experience session.

Yours faithfully,

PRINCIPAL

MINERVA ST S.S.P. SUTHERLAND

WORK EXPERIENCE

TRAIN TRAVEL LIST

NAME	STATION FROM	STATION TO	AGE	HOME ADDRESS

EMPLOYEE PROGRESS REPORT

Name of Student: ______________________________ Date: __________

Employer: ______________________________ Supervisor: ______________

1. **JOB COMPETENCE**: How well does this student meet your normal standards of performance?

   Very well _____ Average _____ Below Average _____

2. **PROGRESS ON THE JOB**: Does this student show evidence of satisfactory progress?

   Yes _____ No _____

3. **RELATIONS WITH OTHER PEOPLE**:	Very Well	Average	Below Average
a. How well does this student respond to supervision?			
b. How well does this student get along with fellow workers?			
c. How well does this student represent your company in public contact?			

4. **ATTENDANCE**: Is student's record of punctuality and regularity satisfactory?

   Yes _____ No _____

5. **DEPENDABILITY**: How well does student accept responsibility and follow instructions?

   Very well ____ Average ____ Below Average ____

6. **INITIATIVE**: Does student have constructive ideas?
   Is he a self-starter?

   Yes _____ No _____

7. **APPEARANCE**: Does this student meet your standards of grooming for this job ?

   Yes _____ No _____ Comment ____________________

8. **GENERAL COMMENTS**:

   a. Student could profit from suggestions in these areas:

   ____

   ____

   b. Student appears to show strength in these areas:

   ____

   ____

   (use back for additional comments)

____

Employer's or Supervisor's Signature

WORK EXPERIENCE

CASE STUDIES

MINERVA ST. S.S.P. SUTHERLAND

Job	Duties	Employer Comment	Student Comment	Parent Comment
PHILLIP S.				
Stapleton Butcher	Butcher Assist.	Very capable	Tiring/ Enjoyable	Need more time to gain experience.
Goodyear Tyres	Tyre Fitting	Outstanding success	Dirty/ enjoyable	-
Benjamin Shoes	Shoe making	-	-	-

General Comment: Needs work in giving change, adding. Is competent with tools. He gets on well with other workers and shows initiative. Very capable. He has impressed the employer at Benjamin Shoes where he works two days a week.

BEVERLY W.				
Krysler	Component making	Satisfactory	Tiring/ enjoyable	The programme is of immense value. Beverly has matured. Would it be possible for a brief report to be sent to parents on each job?
Sutherland Council Library	Repairing Books	Improved	-	
Namco	Production line	Satisfactory	Interesting/ enjoyable	
Hotel Cecil	Making beds	Fair	Interesting/ enjoyable	
Squires Bingham	Process work	-		

General Comment: Poor manual dexterity, nervous, likes to please, main problems seem to be lack of concentration and stamina, and disinterest with something tedious once she has mastered it. Has problems with work that involves a variety of tasks. Namco were interested in taking Beverly on full time but, due to economic problems, deferred this. Beverly has not a great deal of skill necessary in productive work. She has gained emotionally and is able to concentrate and persevere for longer periods. She will need placement in a sympathetic atmosphere with a low skill requirement.

STEPHEN C.				
Kriesler	Component making	Poor perseverence	Noisy/ enjoyable	Pleased with programme. Would like report at end of each job. Has developed self-confidence.
Stewart Car Co.	General Assistant	Worked well- immature	Noisy/ interesting	
Swanes Hardware		Worked well Lacks co-ordination.	-	

General Comment: Wears hearing aid, has poor physical co-ordination, relates well to workmates. Asks employers for full time work. Immature, a poor employment risk at this time. Received instruction in travelling and is coping quite well with this aspect of the program.

Job	Duties	Employer Comment	Student Comment	Parent Comment
JIM P.				
Sutherland Council	Gardening		Enjoyable	

General Comment: Jim spent some 6 months with the Occupational Therapist and tried a number of jobs on a short term basis. Lacks concentration and is very talkative. He is showing marked improvement.

FIONA H				
Winston Textiles	Process	Very capable. Tiring work	Too repetitious	Very successful scheme - allows students to find out what they want to work at. Motivated her towards typing and office work.
Taylor Real Estate	Office work	Capable and competent	Interesting/ enjoyable	
Suth.Health Food	Shop Assistant			

General Comment: A capable worker, good memory, very pleasant and willing. Asked for change from first job due to trouble with fumes affecting throat. This was approved. Has good potential for office work as typing is improving.

GLEN H				
Kriesler	Component maker	Limited concentration	Boring	Wants him to use his musical talent (?) Very successful program
Stewart Motors	General Assistant	Not quite satisfcatory	Interesting/ boring	
Caringbah Sheet Metal	Painting, Press work	Very satisfactory	Interesting/ boring	
C.D. Engineering	Machine Operator	Excellent	-	

General Comment: Small physique. Early reports suggested a limited concentration span. Very personable and generally supervisors felt he would be capable of open employment. Mother wants him to go on pension. Glen is slow to understand initially but works well when he has grapsed the idea. C.D Engineering has offered full time employment but initially at a reduced rate, this is being investigated.

LYNDA C				
Blakely	Office work	Satisfactory	Tiring/ enjoyable	Very successful program. Make Lynda more independent
Soul Pattinson	Shop Assistant	Excellent	Exciting/ enjoyable	
Woolworths	Delicattessan	Satisfactory		

General Comment: Lynda is very capable but lacked confidence in her ability to change. Over the period of the program she showed more initiative. Reports were that she worked extremely well, especially when dealing with customers. She applied for and obtained a full time position at Safeways, Hellensburg, as a general assistant, checkout operator. A letter from her parents has highly praised the work experience program.

Job	Duties	Employer Comment	Student Comment	Parent Comment
DOROTHY D				
Sutherland Library	Library Assistant	Worked well	Tiring/ boting	Useful program. Suggested Vocational Guidance prior to job placement.
Soul Pattinsons	Shop Assistant	Good	Exciting/ interesting	
MLC Office	Office work	Performed well	Boring	
Woolworths	Store Assistant	Performed well	Enjoyed	

General Comment: Dorothy is very competent. She has a quite, retiring presentation. She has been attending Highfield College for typing, but has found that she prefers shop work. She is inclined to panic and become tearful when under pressure from impatient clients or when not understanding instructions, but has made much progress. She began working three days a week at Soul Pattinson. She obtained a position in the State Public Service, Mailing Department, but was unable to cope with the output requirements and the social contact with the older girls in the office. She then obrained a position at Woolworths full time where she is working satisfactorily.

STEPHEN W				
Stapletons	Butchers Assistant	Unsatisfactory but improved	Interesting/ enjoyable	Very successful program. Stephen seems more alert, interested and has gained confidence in himself.
Goodyear	Tyre fitting	Went well	Noisy/too easy	
Speedie Wheels	Wheel Maker	Went well	Too far away/ dirty	
Grace Bros.	Parcel Pick-up	Satisfactory	-	

General Comment: Is quite capable but rarely works to full capacity unless pushed. In his first job he was very untidy, too slow, had poor manners and no initiative. With counselling he was able to show gradual and marked improvement. He had trouble with a railway inspector when travelling to Speedie Wheels which upset him. Overall he has benefitted greatly from the program and should be able to obtain and adjust to open employment.

RON M				
Glenns Hardware	Store Assistant	Only fair	Tiring/sometimes boring	
Winston Textiles	Process work	Only fair	Boring/noisy	
Sutherland Hospital	Store Assistant			

General Comment: Ron spent several months with the Occupational Therapist before commencing the Work Experience Program. He is very quiet and withdrawn . He was able to get on well with other workers and was capable of changing from job to job. He needs close supervision and is most suited to unskilled manual work. He is lacking in enthusiasm and initiative. He has improved somewhat but is still below the standard required for open employment.

Job	Duties	Employer Comment	Student Comment	Parent Comment
PHILLIP W				
Swanes Hardware	Shop Assistant	Competent/ speech problem	Too easy boring	Very useful program. He is quite happy and feels he is doing something worthwhile. The experience and confidence gained from the program is marvellous.
Kent Industries	Store Assistant	Performed Well	Interesting enjoyable	
Sutherland Hospital	Store Assistant	-	-	

General Comment: Phillip is a little immature for his age, his speech is babyish. He is a hard worker. He has impressed his supervisors with his diligence and enthusiasm. He has matured considerably since he commenced the program.

PAUL H				
Glenns Hardware	Shop Assistant	Very satisfactory	Interesting enjoyable	Very successful program. He has become more grown up. He is mixing with people and speaking up.
Furnicraft	Factory work	satisfactory	Interesting enjoyable	
Caltex Garage	Garage Hand	-	-	

General Comment: Paul has performed well at work although he becomes bored when doing the one thing all day. He comprehends well and shows initiative. He does not enjoy factory work. The employer at Furnicraft felt he could be trained as a 2nd Class Welder. Paul is interested in having his own business one day and shows interest in woodwork, although not a great deal of ability.

PAUL W				
Swanes Hardware	Shop Assistant	Performed well	Too easy boring	Useful program. Paul has become aware of having to do things for himself and not rely on us too much. Asked for report on progres
Goodyear Tyres	Assistant	Performed well	Exciting interesting	
Winston Textiles	Foundry Work	-		

General Comment: Paul has performed well at work and has impressed his supervisors. The second employer was loath to try Paul on more advanced work but eventually did do and was quite pleased with Paul's efforts. His parents feel he should obrain work where he can help other people. He did not like having to make coffee at one firm.

BRONWYN H				
Kriesler	Process	Unsatisfactory	Tiring/ enjoyable	Have not answered questionnaires. Mother seems dominating and over protective.
Woolworths	Fruit & Veg. packing	Unsatisfactory	Enjoyable	
Deeban	Candlemaking	Fairly satisfactory	Enjoyable	
Sutherland Art & Craft	Shop Assistant	Satisfactory	Interesting Enjoyable	

BRONWYN H. (Contd)

Job	Duties	Employer Comment	Student Comment	Parent Comment
Miranda Health Food	Shop Assistant	Excellent	Enjoyable	
Warren & Co.	Office work	Performed well		
Soul Pattinsons	Chemist Assistant	-		

General Comment: Any early comment was that Bronwyn should be placed in a job requiring little or no social contact. She is fairly competent and is doing quite well at the typing course. Her early employers felt she needed constant supervision as she lacked confidence. She was not always careful in her work, especially when she did not like the job. Her appearance was improved by the use of make up. Her work performance has improved considerably since she entered the programme.

ROSS W.

Grace Bros.	General duties	Satisfactory	Too easy/ boring	Very successful program
Pat Murfet	Panel beater	-		

General Comment: Ross is very capable but has behaviour problems. He is attending Gymea Technical College one day a week in the Panelbeating and is performing very well. He found the store work boring and prefers to work with his hands. Is rather sulky. He did not perform as well as expected at the Panelbeater and was described as being lethargic and uninspired. Ross felt that he was not being given panelbeating work to do. He has received quite a deal of counselling. He is doing remedial maths at Gymea Tech. and should be able to carry out a panelbeating apprenticeship.

GAIL F

Woolworths	Fruit & Veg.	Did not like work	Boring	Very successful program. Gail seems more confident and is getting along with people better
Jannali Beauty Salon	Hairdressing	Unsuitable - left handed	-	
Sutherland Art & Craft	Shop Assistant	Performend well	-	
Johnsons Hair Care	Hairdressing	-	-	
M.L.C. Insurance	Office work	-	-	

General Comment: Gail likes to present a tough image but is very competent and willing when she is happy and feels accepted. She was capable of doing her jobs but became bored. She is a very slow typist and seems bored although she does her best at the latest job. Gail has shown improvement in her attitudes to other people and her ability to converse with them.

SHERYL H

Winston Textiles	Process	Too tiring	Tiring/boring	Very successful program. Sheryl has gained more more confidence. Contact with lots of people is expanding her vocabulary. It has helped with her handling of money. She needs at least 2 days a week in any position. She is more confident in travelling on trains
Kriesler	Process	Too easy	Enjoyable	
Woolworths	Fruit & Veg.	Prefers variety. worked well	Enjoyable	
Sutherland Library	Mending books	Workes very well	Exciting/ enjoyable	
Jimine Kriket	Shop Assistant	Not suited to shop work	Exciting	
Sutherland Hospital	Canteen	-	-	

Job	Duties	Employer Comment	Student Comment	Parent Comment

SHERYL H. (contd)

General Comment: Sheryl had difficulty in coping with the problems of travelling and of the physical demands of work in her first position. She was assessed as a potentially poor employment risk. She has a limited concentration span and needed a supervisor that would keep her working. She communicated well and there seemed to be a marked improvement in the speed of Sheryl's work at the Library where she sat down to work but at the shop job she was unable to cope with the sorting of goods or communication with customers. It was felt that she was not suited to shop work.

ANGELO D.

Speedie Wheels	Factory work	Slow	Tiring/ enjoyable	Interesting program.
Glenns Hardward	Hardward	Undatisfactory	Exciting/ enjoyable	

General Comment: Angelo appears far more competent than he allows himself to be. He is easily provoked and distracted. He is irritable and at times disobedient. At work he was slow and had difficulty in following instructions. He was withdrawn from the program for 5 weeks in an endeavour to improve his behaviour. He shows little initiative and ability so far in the work situation.

DAVID M.

Stapletons	Butcher	Unsatisfactory	Enjoyable	Interesting program. It has given me much greater confidence in his future employment.

General Comment: David is an emotional and immature boy with severe family problems. This has greatly hampered his performance to the point where he failed at his job. He became difficult to handle and his cleanliness was not appropriate for the job which he was doing. He is a capable person and with assistance should be able to obtain open employment.

BRIAN M

Caltex Service Station	Garage Hand	Marked improvement	Tiring enjoyable	Very successful program. He is starting to think of a job or career for later on.
Davell Products	Factory	-	-	

General Comment: Brian improved markedly over the work experience period to the point where he was able to work on Saturday mornings at the garage. He was assessed as being a good risk in employment. At the second job he does not appear to particularly like it but he is prepared to stick with it.

MICHELLE B.

Kent Industries	Canteen Assistant	Withdrawn by parents		
Civic Industries	Sheltered Workshop			
Sutherland Hospital	Canteen			

General Comment: Michelle's parents found the transport problem too difficult to solve in a Canteen job we found for her at Kent Industries at Taren Point and was withdrawn after 3 weeks. They would not allow her to work at Hotel Cecil. At her latest job she seems happy and competent. She will need to be placed very carefully.

Job	Duties	Employer Comment	Student Comment	Parent Comment
JOHN K				
Kriesler	Process work	Very competent	Noisy interesting	Very successful program. John is very interested in his work. If possible concentrate on his reading and writing
Greens Hardware	Store Assistant	Willing to work. Lacks initiative		

General Comment: John is a good worker and does not mind repetitive work. His persistence and capacity for hard work more than compensates for some of his disabilities, i.e. lack of initiative and poor academic skills. He did not contact the employer when sick and was excluded from the program for two weeks as a penalty.

LYNNE T				
Woolworths	Delicatessan	Very good	Interesting enjoyable	Interesting program. It has matured Lynne to some degree.

General Comment: Lynne is a very competent girl. She did have problems with the type of scales used in the delicatessand and she did tend to not take work seriously at times which could account for a few weighing mistakes. Her parents assisted her to obtain a full time position at another Woolworths store, where she has been for 12 months.

BRADLEY W				
Workshop		Poor work attitudes		Very successful program. Feel that Bradley is happier doing outdoor work. Very grateful to school for efforts to place students in employment
Kriesler	Mowing lawns	Excellent	Enjoyable/ interesting	
Bazzano	Factory	Needed Assistance		

General Comment: Bradley had been incompetent and disturbed in the school situation. He was assessed as a poor risk in employment. He would only work on tasks he enjoyed. He was often rude and made 'strange' comments. The employment at Kriesler seemed to change Bradley's complete outlook, he became more self assured and showed greated perseverance in normal school activities. The school sought and obtained a position at Kriesler as a gardener, where he has been for 12 months.

DAVID R.				
Kriesler	Assembly line	Excellent	Interesting enjoyable	Very suggessful program. Noticeable change in attitudes.

General Comment: David was poor academically but capable in practical work. He was still immature. He did extremely well at Kriesler and they asked for him to commence full time. He worked for several months and was then 'put off' for poor attendance and lack of co-operation. On investigation it was found that he had been 'led astray' by other workers. He was out of work for some 5 to 6 months but has since obtained work.

WAYNE B.				
Goodyear	Tyre fitting	Excellent	Interesting enjoyable	

General Comment: Wayne is consciencious and capable. He did extremely well at the first job. His father obtained a position as a gardener with the Sutherland Council where he has been for 12 months.

Job	Duties	Employer Comment	Student Comment	Parent Comment

JOHN S.

Goodyear	Tyre fitting	Very pleased		
Amoco Garage	Garage Hand	Very good		
Pat Murfitt	Panel Beater	Very good		

General Comment: John was assessed as being immature and needing socialising experiences. He is capable with money At all positions he did extremely well but was rather brash and over-confident of his own ability. He obtained steady part-time work at the Amoco Garage (a job he obtained for himself) but lost this due to disagreement with the proprietor. He applied for and obtained a position at Jeldi carpets where he has worked as a machine oeprator for 6 months.

CARL V.

American Vogue	Venetian blind washing	Worked well Failed on full week	Noisy Boring	Very successful program.
Kent Industries	Store	Worked well Enjoyable	Interesting	
Cronulla Aluminium	Aluminium window washing	Failed		
Berts Soft Drink	Production Line	Worked well	Interesting Enjoyable	

General Comment: Carl in inclined to be vague and does not perform as well as one would expect sometimes. He lacks initiative and common sense to some degree. He appeared to be doing well at his first job but failed when it was extended to full time due to laziness, cheekiness, cunning evasions, etd. He coped quite well with complex store work at his next job and was offered full time work when he turned 16. At his next job he asked to be moved and upon investigation his supervisor said that he seemed unable to change easily from job to job and may be better suited to repetitious work. He also lost a part-time job at the Fruit Market due to "slowness". He seems immature and was ridicously impressed with being able to get free soft drinks. He obtained permanent work at Berts Soft Drink where reports are that he is satisfactory but he lost 5 weeks work from blood poisoning due to a cut hand which was not treated at home. Still seems immature.

PAUL M

Furnicraft	Factory	Good effort	Enjoyable	Very successful program. It has given Paul a new interest and sense of achievement. He also has something new to talk about. Children should receive a token payment.
Fisonic	Assembly work	Worked well	Enjoyable	
Swaines	Hardware	Worked well		
Sunrise Furniture	Cabinet-maker	Good	Enjoyable	

General Comment: Paul has speech difficulties, is slow moving and over careful. He is a neat worker and has an understanding of technical drawing and spacial relationships. He shows ability to carry out tasks but does not like dirty work. His speech improved considerably during the program although it becomes more noticeable when he is under pressure.

He showed a real interest in woodwork and his confidence and ability to communicate improved greatly. He was enrolled at Gymea Technical College one day a week in the joinery course. He was offered a full time position at Sunrise Furniture leading to an apprenticeship after working there several weeks full time on trial. Reports are satisfactory.

Job	Duties	Employer Comment	Student Comment	Parent Comment
THERESE H.				
Woolworths	Fruit & Vegetable	Worked well	Enjoyable	Useful program. She has more self-confidence.
Eden Press	Table hand	Worked well but could not be left alone	Noisy / enjoyable	
Caltex Service Station	Driveway Attendant	Tried hard Trouble with petrol discounts		

General Comment: Therese showed that she was a willing worker and providing there were no pressures such as difficult weighing, pricing, giving change, etc., she was an efficient worker. She had difficulty coping with work that required initiative and constant change. Therese obtained full time employment with a clothing factory.

BRUCE Y				
Sunrise Furniture	Cabinet-making	Excellent	Enjoyable	

General Comment: Bruce showed considerable ability in woodwork and his approach to school work was meticulous. Vocational Guidance reports indicated that his rate of performance was slow but the quality of work was good. At his first job the employer was extremely pleased with his efforts and after a trial full time period, Bruce was taken on as an apprentice cabinetmaker. Soon after he bacame agitated and obsessive about his work performance. The employer contacted the school and after counselling of Bruce and his parents, the problem was overcome. Reports on his Technical College performance are encouraging.

NICKOLAS A.				
Swanes Hardware	Hardware Assistant	Very satisfactory	Enjoyable	
Grace Bros.	Parcel pick-up	Satisfactory	-	
Brunker Electric	Factory	Very satisfactory	-	

General Comment: Nickolas had considerable practical ability although he was poor academically. He performed very well at each work experience position. The employer at Brunker Electric offered Nickolas full time employment. He performed well for approximately one month until he was "led astray" by two young apprecntices working there. He began to swear and his performance suffered. The employer was unable to overcome the problem despite contact with Nickolas' family and he was forced to put him off. This was an unfortunate action due to the employer's failure to contact the school. Nicholas' employment situation is unknown at this stage.

PETER G				
Kriesler	Process work	Very slow	-	-

General Comment: Peter is a very slow and uncertain boy. He has poor communication. He was assessed as a poor employment risk and efforts were made to place him in an ideal situation for his abilities with the Public Service but this was unsuccessful. He was 17 years of age when his parents decided to terminate his schooling. They obtained a factory position but Peter was unable to hold his job due to his slowness.

Job	Duties	Employer Comment	Student Comment	Parent Comment
MARK A				
Berts Soft Drink	Assembly Line	Satisfactory	Noisy/ enjoyable	Very successful program. Mark has gained more confidence in himself and looks forward to it each week.
Glens Hardware	Hardware Assistant	Satisfactory		

General Comment: Mark performed well at both work experiences. He showed perseverance and energy. He did have difficulty coping with a series of instructions. He was offered employment as a cleaner at Namco due to school contact. He has been there for 12 months and reports are good although he would like to be given more involved tasks.

LINDA G

Kriesler	Process work	Satisfactory	-	-
J & K Bruce	Process work	Very satisfactory		
Woolworths	Fruit & Veg. Packing	Satisfactory		

General Comment: Linda had severy family problems. She worked well at each position. The family situation eventually collapsed and Linda moved to Parramatta where she was enrolled at Hassatl Street School for Specific Purposes.

WILLIAM H

Stapleton	Butcher	Very SAtisfactory	Noisy	
Grace Bros.	General duties	Excellent	Enjoyable	

General Comment: William worked very well at each position. He was clean and tidy. The reference from Grace Bros. stated that "so many of the Supervisors have commended him for his enthusiasm, speed with which he learns a job, and attitude towards work, that it is a pleasure to have him working at Grace Bros." William was offered full time employment at Grace Bros. where he has been performing well for approximately 12 months.

ROBERT H

Deebans	Candle making	Very satisfactory	Enjoyable	Very successful program.
Caltex Service Station	Garage Hand	Satisfactory		

General Comment: Robert is a capable worker. He showed flair for working on candles and was assessed as being capable of learning trade. He appeared vague on some days and, on investigation, he was found to be sampling drugs. Due to problems at home his mother requested that he be allowed to leave school. He has found employment at a Car Wash. The Service Sta--on proprietor offered to take Robert on full time for a week with the aim of "getting him going".

JOHN L

Stewart Motors	Car Detailing	Excellent	Exciting Enjoyable	Very successful program. It gives him a sense of responsibility to be more independent. It has improved his interest in general.
Swanes Hardware	Assistant	Very satisfactory	-	

General Comment: Although assessed as of low potential at school, he showed that he was an excellent performer at work. He was quick to learn and performed at a high level of efficiency. He was offered full time empllyment at Stewart Motors where he worked for 12 months until his family left for a trip overseas for 12 months. His performance was rated as good.

SUMMARY OF GROUP ASSESSED

Number of Students

Boys 27 Girls 11

Number of Positions Held: 108

Number of jobs rated by Students not enjoyable: 14

Parents Rating of Programme:

Very Successful	19
Useful	7
Other	2
Useless	-
Not answered	11

Parents Comments: There was a general feeling that the programme has matured the students and had given them more self-confidence.

Some parents emphasized the value to the student in selecting suitable employment.

Some parents asked for reports at the end of each job.

NOTICEABLE ITEMS FOR CONSIDERATION IN THE SCHOOL PROGRAMMES

1) Giving change
2) Adding
3) Manual Dexterity
4) Nervousness
5) Lack of concentration
6) Lack of stamina
7) Perseverance
8) Lack of confidence in ability to change from job to job.
9) Handling impatient clients.
10) Tidiness
11) Speed of performance
12) Manners
13) Lack of enthusiasm
14) Ability to communicate
15) Carefulness
17) Travelling
18) Understanding of rules of employment, i.e. ringing when sick, punctuality.
19) Common sense
20) Weighing (using different types of scales).
21) Using cash registers
22) Coping with fellow workers.

MINERVA ST. S.S.P.
SUTHERLAND

ASSESSEMENT FORM

								NAME	
								Enters Room Appropriately	THE INTERVIEW
								Introduces Oneself	
								Shows Interest	
								Has suitable mannerisms	
								Uses correct etiquette	
								Answers questions appropriately	
								Asks appropriate questions	
								After interview - asks what action is to be taken	
								Thanks interviewer	
								Leaves appropriately	
								Introduces self to office girls appropriately	BEFORE THE INTERVIEW
								Able to wait appropriately	
								Able to phone for an interview	
								Able to estimate time needed to travel	
								Uses references appropriately	
								Able to apply at the C.E.S.	
								Able to travel to place of work	
								Able to use Street Directory	
								Understands various ways of finding work	
								Understands appropriate dress	
								Takes due care with personal appearance	
								Able to speak about self confidently	
								Aware of strength and weaknesses	
								Understands various means of obtaining work	FINDING WORK
								Understands appropriate papers to get	
								Able to locate appropriate sections	
								Able to read newspaper ads.	
								Able to interpret most ads.	
								Able to translate into action suitable ads.	
								Able to locate areas from telephone Nos.	
								Able to assess suitability of ad	

MINERVA ST. HIGH SCHOOL

APPLICATION FORM

SURNAME:

CHRISTIAN NAMES:

ADDRESS: POST CODE:

PHONE:

MOTHERS NAME: MOTHERS OCCUPATION:

FATHERS NAME: FATHERS OCCUPATION:

NATIONALITY: SEX:

MARITAL STATUS: DATE OF BIRTH:

BIRTH PLACE: AGE:

HEIGHT: WEIGHT:

LAST SCHOOL ATTENDED:

LEVEL ATTAINED:

OTHER COURSES ATTENDED:

LAST EMPLOYER:

ADDRESS:

TYPE OF BUSINESS:

POSITION HELD:

SALARY ON LEAVING:

OTHER EMPLOYERS	ADDRESSES	TYPE OF BUSINESS	POSITION HELD

HOBBIES OR CLUBS:

OTHER SKILLS:

GIVE THREE REFERENCES

NAME ADDRESS OCCUPATION

1.

2.

3.

SIGNATURE:

MINERVA ST. S.S.P.
SUTHERLAND

APPLICATION ASSESSMENT FORM

															YEAR NAME
															SURNAME
															CHRISTIAN NAMES
															ADDRESS
															POST CODE
															HOME PHONE
															MOTHERS NAME
															MOTHERS OCCUPATION
															FATHERS NAME
															FATHERS OCCUPATION
															NATIONALITY
															SEX
															MARITAL STATUS
															DATE OF BIRTH
															AGE
															BIRTH PLACE
															HEIGHT
															WEIGHT
															SCHOOL ATTENDED
															LEVEL ATTAINED
															OTHER COURSES ATTENDED
															LAST EMPLOYER
															ADDRESS
															TYPE OF BUSINESS
															POSITION HELD
															SALARY ON LEAVING
															OTHER EMPLOYERS
															ADDRESSES
															TYPE OF BUSINESS
															POSITION HELD
															HOBBIES OR CLUBS
															OTHER SKILLS
															GIVE 3 REFERENCES
															SIGNATURE

NEAT	SEEN	DAY/S	PLACE	CONTACT
W.EXP.				
SCHOOL				

MINERVA STREET S.S.P. N.E.A.T. Schools' Work Program

EMPLOYER FEEDBACK - RECORD OF VISITS - COMMENTS - NEEDS

SCHOOL PROGRAMME RELATED TO VOCATIONAL SKILLS

FOLLOW-UP

NEAT SCHOOLS' WORK PROGRAMME

MINERVA STREET S.S.T.

WORK PROGRAMME RECORD AND EVALUATION SHEET

NAME: ______________________ ______________________
(Family Name) (Given Names)

ADDRESS: ______________________ HOME PHONE: ______________

______________________ DAY CONTACT: ______________

____

DATE OF REFERRAL: ______________________

DATE EMPLOYMENT COMMENCED: ______________________

D.E.I.R. OFFICER: ______________________ PHONE: ______________

EMPLOYMENT RECORD

WORK POSITION NUMBER: ______________________

SPECIAL INSTRUCTIONS: ______________________

WORK GOALS: ______________________